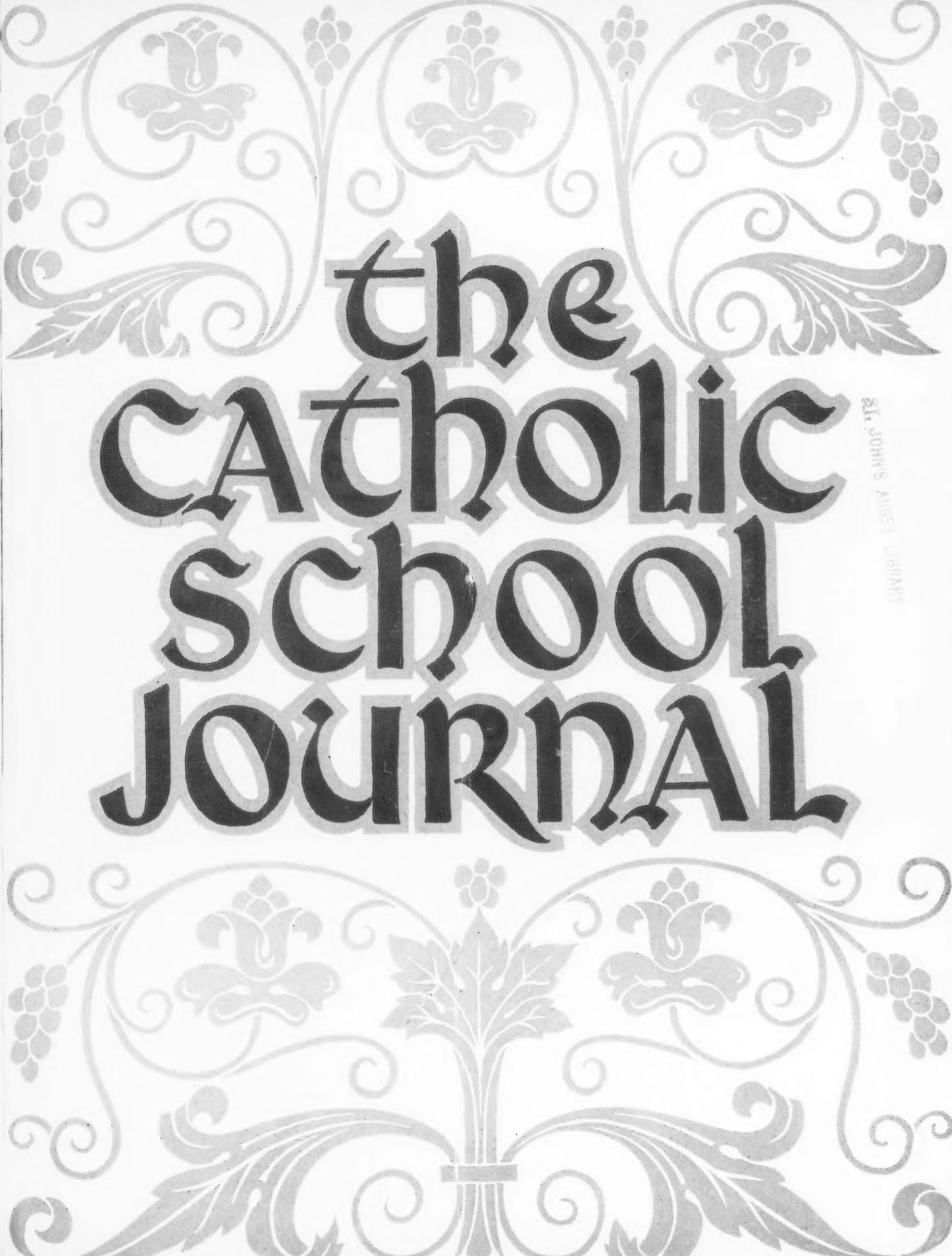


VOLUME 44, No. 1

JANUARY, 1944

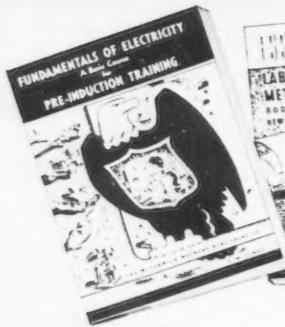
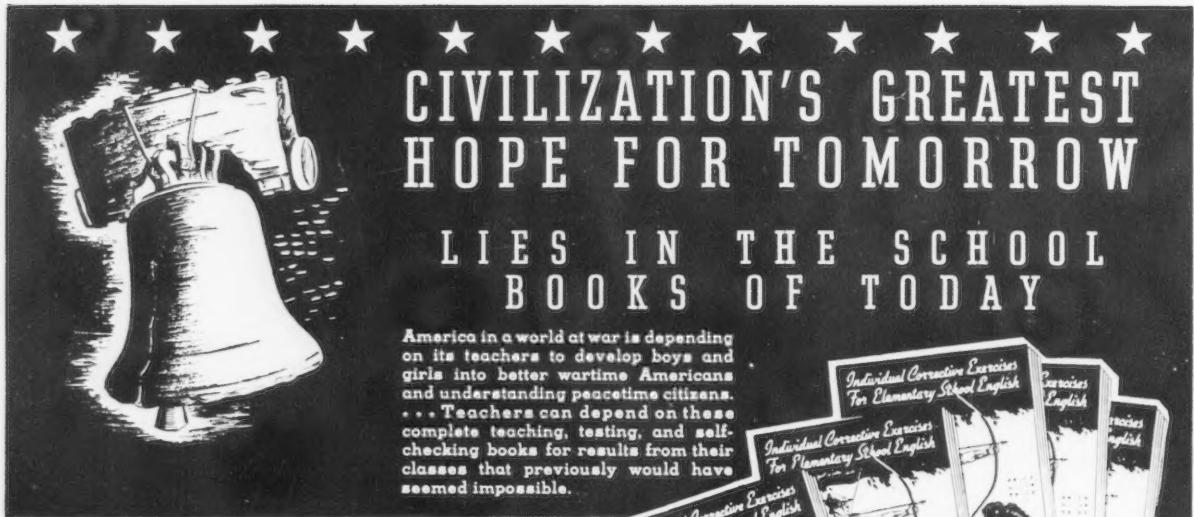


# the Catholic School Journal

St. John's Angel Library

Education for God and Country

Planning Post-War Construction



PRE-INDUCTION TRAINING



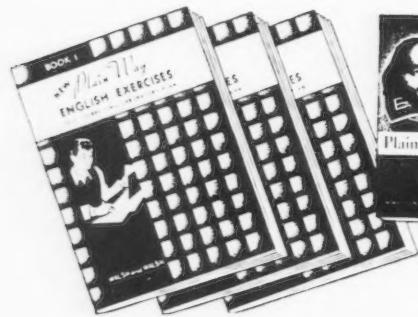
HIGH SCHOOL ENGLISH



ELEMENTARY ENGLISH

Send for PRICE CATALOG No. 43 describing our elementary and secondary books. Ask about our industrial arts books. Letters of inquiry will gladly be answered immediately.

HOME ECONOMICS



JUNIOR HIGH SCHOOL ENGLISH



HIGH SCHOOL ENGLISH



PRIMARY



**THE McCORMICK - MATHERS PUBLISHING CO.**

WICHITA, KANSAS

COLUMBUS

ATLANTA

LOS ANGELES

PORTLAND

NEW YORK

# Feature-length programs



The history of education has always been the history of its tools. Today educators are discovering that feature programs, when carefully selected from the outstanding productions of the motion picture world, give the students rich, human background material against which their regular courses of study take on added meaning. Films Incorporated offers all types of schools the world's largest and finest 16mm library at low rentals based on actual school enrollment!

## enrich the curriculum...



Thousands of schools from coast to coast are showing 16mm feature-length programs in the school auditorium, followed by carefully planned classroom discussion, as a regular phase of the school curriculum. Here is the report of a New Orleans educator: "The Paramount films used last year proved of such inestimable value to the work our teachers are endeavoring to carry out in the classroom, that this year we plan using at least twelve programs."

**Films**  
INCORPORATED

330 West 42nd Street, 18, N. Y. • 64 East Lake Street, Chicago 1, Ill.  
314 S. W. 9th Ave., Portland 5, Ore. • 1709 W. 8th Street, Los Angeles 14, Cal.  
6612 Snider Plaza, Dallas 5, Texas



*Announcing  
for February publication*

## DAYS AND DEEDS

fifth-grade reader in the  
New Cathedral Basic Reading Program  
for Catholic Schools

**F**EATURES that made preceding books in the New Cathedral Program so successful in the classroom also characterize the new DAYS AND DEEDS . . . top-notch stories of recognized authorship which put boys and girls in contact with the master writers for children . . . a wide range of material that develops a rich body of ideas . . . a sound instructional program that provides for the development of fundamental skills and abilities . . . careful vocabulary control that makes for pleasant, easy reading.



DAYS AND DEEDS continues to bring out the meaning of Catholic fundamentals through the drama of a good story and particularly stresses through the unit, "Young Citizens of Other Lands" the universality of the Catholic Church.



Write for additional information.

**SCOTT, FORESMAN and COMPANY**

Chicago Atlanta Dallas New York

For learning to read

## FAITH AND FREEDOM

A reading readiness book; two pre-primers, a primer, and six books; a wall chart, picture cards, word cards, and phrase cards; teachers' manuals.

Faith and Freedom is a *basal reading* series that recognizes and provides

- ... for a period of pre-reading (or reading readiness)
- ... for individual differences
- ... for strict control of vocabulary
- ... for enrichment of individual experiences
- ... for simplicity of teaching method
- ... for the development of independence in word power

**Presented by the Commission on American Citizenship of the Catholic University of America**

**GINN AND COMPANY**

Boston New York Chicago Dallas Columbus San Francisco

You should be teaching

## BUSINESS FILING

BY

BASSETT AND AGNEW

Many business and governmental office jobs require a knowledge of indexing and filing. You can now teach it effectively with a minimum amount of expense in a reasonable time. BUSINESS FILING covers (a) principles of indexing rules and filing systems and (b) practice in card and correspondence indexing and filing. There are six main filing jobs and four optional jobs for which cards and correspondence are provided with suitable guides, folders, and labels. Teaching schedules are arranged for courses of twenty, thirty, or forty hours.

**SOUTH-WESTERN PUBLISHING CO.**

(Specialists in Business and Economic Education)  
CINCINNATI NEW YORK CHICAGO SAN FRANCISCO DALLAS

# Approved Textbooks for Catholic Schools

## ELEMENTARY SCHOOL TEXTBOOKS

- New York State and Its Communities—  
(Seventh grade new social studies book)  
Wallace E. Lamb
- Health of Our Nation Series—  
(Grades one to eight)  
Clifford L. Brownell and Jesse F. Williams
- Social Utility Arithmetics—  
(Grades three to eight)  
Clifford B. Upton
  - English Activities—  
(Grades three to eight)  
W. Wilbur Hatfield, E. E. Lewis and Others
  - Exercises in English Grammar—  
(Grades seven and eight)  
Harriet R. Lockwood
  - Our Little Neighbors at Work and Play—  
(Grade three)  
Frances Carpenter
- Our South American Neighbors—  
(Grades five and six)  
Frances Carpenter
  - Webster's Elementary Dictionary—  
A Dictionary for Boys and Girls
- Word Quiz Based on Webster's Elementary Dictionary  
John G. Gilmarlin
- Science and Life—  
(Grades seven and eight)  
Frank Reh and Frank M. Wheat
- Guide to Spelling Progress—  
(Grades two to eight)  
Emmett Albert Betts and Mabel-Louise Areay

## WORKBOOKS

- Adventures in Arithmetic—  
(Grades one to eight)  
W. Wilbur Hatfield, E. E. Lewis and Others
- Practice Activities in English—  
(Grades three to eight)  
W. Wilbur Hatfield, E. E. Lewis, and others
- Directed Spelling Activities—  
(Grades two to eight)  
Emmett Albert Betts and Mabel-Louise Areay

## Catholic School Department

## D. C. Heath and Company Recommend

- Martin, Russell, Hopkins, and Reboussin's  
AT WEST POINT, Revised
- Otto F. Bond's  
GRADED FRENCH READERS  
Alternate Series
- Hagboldt and Kaufmann's  
BASIC GERMAN READER
- Casis, Switzer, and Harrison's  
EL MUNDO ESPAÑOL, Revised
- Swain's  
RUMBO A MÉXICO
- Kany's  
SPANISH CONVERSATION  
Elementary, Intermediate, Advanced
- Kany and Speroni's  
ITALIAN CONVERSATION  
Elementary, Intermediate, Advanced
- Carter's  
CONTOS E ANEDOTAS BRASILEIROS
- Kany and Figueiredo's  
PORTUGUESE CONVERSATION  
Elementary, Intermediate, Advanced

For Modern Language Classes

## HIGH SCHOOL TEXTBOOKS

- Biology—Season by Season  
Sister M. Anthony Payne, O.S.B.
  - Mathematics of Air and Marine Navigation  
Clifford B. Upton and A. D. Bradley
  - Development of America, 1943 Edition  
Fremont P. Wirth
    - Training for Victory—Radio, Electricity, Machines, Automotive Mechanics, Shopwork—  
(Pre-Induction Courses)
  - Sociology Principles and Problems  
Charles A. Ellwood
    - Health of Our Nation Series—  
(Grade nine to twelve)  
Clifford L. Brownell, Jesse F. Williams, William L. Hughes, and others
  - Survey Course of High School Mathematics  
Joseph A. Nyberg
    - Introductory Course in Algebra  
Clifford B. Upton
  - Webster's Students Dictionary for Upper School Levels  
● Vocabulary Quiz—Based on Webster's Students Dictionary  
John G. Gilmarlin
  - Chemistry and Its Wonders  
Oscar L. Brauer

## WORKBOOKS

- Seasonal Experiences in Biology  
Sister M. Anthony Payne, O.S.B.
  - Air Navigation Workbook  
Clifford B. Upton and A. D. Bradley

## American Book Company

## SPANISH BOOKS

- Practical Spanish Grammer  
H. B. Holmes and J. E. Hernandez
- Spanish Review Grammer  
Everett W. Hesse
- Wartime Spanish  
Everett W. Hesse
- Buenos Amigos, Buenos Vecinos  
Raymond L. Grismer and Cesar I. Arroyo
- El Gauchito y La Pampa  
L. Clark Keating and Joseph S. Flores
- Belboa, A Historical Biography  
Octavio Mendez Pereira and Everett W. Hesse
- A New Approach to Spanish  
Louis Cabat and George Fanning, Jr.

## The CELESTE HISTORY Program

Assurance that the citizens of the future  
have a sound foundation in the history  
of our country

### FOR ELEMENTARY SCHOOLS

## THE STORY OF OUR NATION

The story of the people in the world's greatest democracy, embodying the story of Catholic contributions and influence in the growth of America. Workbook available.

### FOR HIGH SCHOOLS

## THE ORIGIN AND GROWTH OF OUR REPUBLIC

In this new history Sister Celeste again demonstrates her ability to interpret American history for young people. It is a notable contribution to Catholic education.

## THE MACMILLAN COMPANY

New York - Boston - Chicago - Dallas - Atlanta - San Francisco

# EDUCATION THAT'S FUN ... for February

The Home Lives of Two  
Great Americans



Printed on heavy board selected to take crayon or water color perfectly. Three-dimensional house is rugged, long-lasting. Complete set—60 cents.

## WASHINGTON

A cutout project that teaches children the life and environment of the Father of their country. Set includes eight sheets of outline designs with directions for coloring, constructing and mounting.

## LINCOLN

A true picture of the boyhood life of Abraham Lincoln results from the use of this ex-

cellent cutout. For sand table work, it is unusually well adapted. For other school activities in the observance of the Great Emancipator's birthday, it produces results that please both pupil and teacher. Easy to color and build. Complete set of eight sheets—60 cents.

## ALSO ESKIMO VILLAGE CUTOUTS

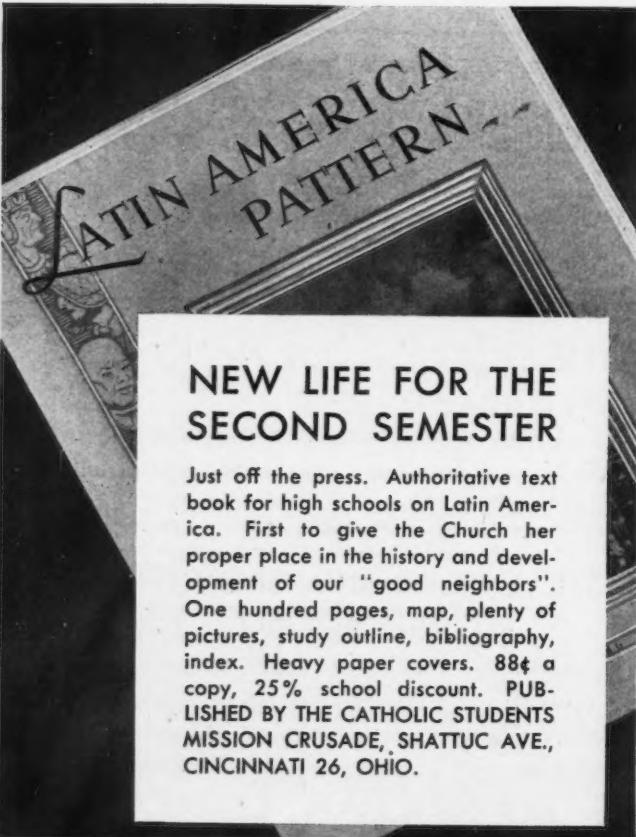
There's an unusual thrill for children in the study of Eskimo life and customs. An 8-sheet Eskimo Village cutout set is available to add real pleasure to the subject. Price—60 cents.

Order from your school supply dealer.

## MILTON BRADLEY COMPANY

74 Park Street  
200 Fifth Avenue  
811 So. Wabash Ave.

Springfield 2, Mass.  
New York 10, N. Y.  
Chicago 7, Ill.



## NEW LIFE FOR THE SECOND SEMESTER

Just off the press. Authoritative text book for high schools on Latin America. First to give the Church her proper place in the history and development of our "good neighbors". One hundred pages, map, plenty of pictures, study outline, bibliography, index. Heavy paper covers. 88¢ a copy, 25% school discount. PUBLISHED BY THE CATHOLIC STUDENTS MISSION CRUSADE, SHATTUC AVE., CINCINNATI 26, OHIO.



## PUPIL ENTHUSIASM!



## WARP'S REVIEW-WORKBOOKS

Will Help to Awaken  
it in All Your Classes

Pedagogical leaders all agree that the student's enthusiasm is the thing that makes teaching effective.

Teachers who use WARP'S REVIEW-WORKBOOKS are unanimous in proclaiming student enthusiasm as one of the first and most striking effects they notice.

"REVIEW-WORKBOOKS make teaching easier, make learning easier by the student," one writes. Says another: "Results are noticeable."

In your classes WARP'S REVIEW-WORKBOOKS can help a great deal in arousing greater enthusiasm. For the past twenty-five years they've been doing just that for other teachers with just such pupils, with just such problems as yours.

Will you let them help you?

### HAVE YOU RECEIVED THE WARP CATALOG?

Pages of sound teaching philosophy as well as full descriptions of every WARP REVIEW-BOOK. If you haven't a copy, write today. A postal card will do. Catalog is FREE.

**WARP PUBLISHING COMPANY**  
Minden, Nebraska

# Biology—Season by Season

## For Catholic Schools

Sister Mary Anthony Payne, O.S.B., Ph.D.

Approved by the Catholic University of America

**AUTUMN**—Study of living forms

**WINTER**—In the laboratory under the microscope

**SPRING**—Man and his reaction to his environment

Biology is taught with judicial fairness, accompanied by good study helps, and illustrated by many photographs, line drawings, and portraits. *Biology—Season by Season* is winning wide approval. 687 pages. \$2.32

**Catholic  
School  
Department**

### Seasonal Experiences in Biology

Manual and workbook combined

Provides laboratory experiences, summaries, review questions, diagrams, and space for pupil's work. Written to accompany this text but can be used with others. 251 pages. 88c

**American  
Book  
Company**

**STANFORD**

### ACHIEVEMENT TEST

By Kelley-Ruch-Terman Form H now ready

A complete program of test research preceded the development of the new forms. In 1943, the use of Forms D, E, F, G has exceeded all of our previous sales of an achievement test for a comparable period.

**IOWA**

### SILENT READING TESTS New Edition (Revised)

By Greene-Jorgensen-Kelley

These tests have successfully served the schools for more than a decade. An extensive experimental program just completed has provided new nation-wide norms, new standard scores, and two entirely new Forms.

**TERMAN  
McNEMAR**

### TESTS OF MENTAL ABILITY

A thorough revision of the widely used *Terمان Group Test of Mental Ability*, it offers decided improvements in administration, scoring, and interpretation. Norms are based upon the testing of more than 200,000 children in 200 communities in 34 states.

World Book Company

Yonkers-on-Hudson 5, N. Y. - 2126 Prairie Ave., Chicago 16

★ ★ *Announcing* ★ ★  
**OUR GLOBAL WORLD**

by

Grace Croyle Hankins

Distances are shrinking; age-old barriers of mountains, oceans, and deserts have less significance. Tomorrow's world will be an air-age world.

Your students are tomorrow's men and women. "Our Global World" is a new brief Geography for the Air Age. It looks forward to tomorrow and at the same time takes into consideration the realities of today.

In picture and text this new book briefly but clearly discusses map reading, topography, climate, weather, natural regions, populations, economic development, and natural resources of the world, all points of which are but a few days away from your airport.

More than one hundred photographs and maps, some of them full-page, make this brief course timely and exciting.

For supplementary use in any social-science course. Use it now.

Examination copy, \$1 postpaid;  
regular list price, \$1.32

**THE GREGG PUBLISHING COMPANY**

New York Chicago San Francisco Boston Toronto London

**BUY NOW...  
AVOID THE RUSH**

**Post Christmas Suggestions — Here is an unusual opportunity in your School, Parish or Home at a cost that was figured**



Stories  
that confer  
Lasting  
Benefits

**Popular Waggaman Library  
Ideal Books for Children**

**PRICE \$1.00 EACH, or 1/4 OFF FOR THE SET**

LISTED below are 22 books by one of the world's best known and loved writers of Juvenile fiction—Mrs. Mary T. Waggaman. She needs no introduction. Her stories contain everything that should be present. They do not take up time giving directions how to be good, but the young people in them are good in a real, though healthy way, and the atmosphere which surrounds them is that of truly Catholic homes. Children do not like being preached at, but they are hungry to be taught, and that is just what makes her stories so popular.

The books, themselves, are durably and attractively bound in varied colored cloth. They make an enviable set of really worthwhile books that may well grace the shelves of the most fastidious. Read "What Other Say" about them.

**Sold individually for \$1.00 each. Complete Set (22 books) \$17.15 Postpaid  
Any 6 books for \$5.00 in U.S.A. Foreign Countries, \$19.00 Postpaid**

**What You Get . . .**

BARNEY'S FORTUNE  
BEN REGAN'S BATTLE  
BILLY BOY  
BUDDY  
CARMELITA  
CARROLL DARE  
CON OF MISTY MOUNTAIN  
JACK AND JEAN  
JERRY'S JOB  
JOSEPHINE MARIE  
KILLYKINICK  
LADY BIRD  
LIL' LADY  
LITTLE MOTHER  
LORIMER LIGHT  
SECRET OF POCOMOKE  
SERGEANT TIM  
STORY OF RAOUL  
TOMMY TRAVERS  
TREVLYN TWINS  
WHITE EAGLE  
WINNIE'S LUCK

**What Others Say . . .**

"I have prayed for this day," said a woman to Mrs. Mary T. Waggaman a short time before the latter's death, "so that I could thank you personally for the many happy hours you gave my children through your books and the many hours of anxiety you spared me because I knew the souls and minds of my children were safe and with God while reading your books."

"A born story-teller—a dreamer of dreams," as her daughter describes her, Mary T. Waggaman's stories have been read with eagerness by old and young.

"She translated the Gospel of Christ to the hearts of little children," said Dr. William Kirby in preaching her eulogy.—*The Ave Maria*.

**THE AVE MARIA PRESS - - Notre Dame, Indiana**

**Special  
Notice**

In the event you already have some of the books listed in the WAGGAMAN LIBRARY and would like to take advantage of the low price at which this library set is being offered, we shall be glad to make substitutions from the books listed below:



**Substitutions:**

**THE ROAD IS LONG**

*By Mary Mabel Wirries.....\$1.00*

Tells how a young girl rose from a life of virtual slavery to success; how she faced an old obligation and accepted responsibility with its surprises and happy ending.

**SHADOWS ON CEDARCREST**

*By Mary Mabel Wirries.....\$1.00*

How the shadows arose and disappeared is captivatingly told in this mystery story for children.

**MYSTERY OF LADY RIDGE**

*By Anne Morehead.....\$1.00*

A new book for boys and girls, involving counterfeiters, G-men and an innocent family, with lots of action.

**CAPTAIN JOHNNY FORD**

*By Brother Ernest, C.S.C.....\$1.00*

A book for boys, depicting a thrilling football game in which the city's championship is at stake.



pp  
tunity to start a Library, or make important additions thereto, meet the stringency of your budget.

**BUY NOW . . .  
AVOID THE RUSH**

## Special Notice

In the event you already have some of the books listed in the **ADULT FICTION LIBRARY** and would like to take advantage of the low price at which this library set is being offered, we shall be glad to make substitutions from the books listed below:



### Substitutions:

#### SON OF THE BAYOU

By John Murray

SON OF THE BAYOU takes us to the Paris of the *sansculottes* and the barricades, to the frowning Malakoff, to the New Orleans of 1859, turbulent, rebellious, inflamed to madness by the anti-slavery agitation and its threat to the social and economic system of the South. In it the author has attempted to recapture the atmosphere and the sentiment of an earlier day, when the dark-eyed, passionate Latin was still dominant in that most European of all American cities, gay, romantic, fascinating New Orleans.

\$1.50

#### BELLE ESPERANCE

By John Murray

This is a stirring novel of Civil War days, involving a romance between an officer of the Northern Army and a nurse of the Southern Confederacy. Swayed by his love for Alice de Corneval, young Michael O'Toole contrives a dangerous interview with her in Confederate New Orleans only to return to the North, torn between exultation and despair as he views the war clouds gathering over the country. At first reluctant to take any part in the great quarrel, yet when Lincoln calls for volunteers Michael bows to O'Toole's tradition and to a sense of duty.

\$1.50

#### BROTHER ANDRE OF MOUNT ROYAL

By Katherine Burton

This is the life story of the "Miracle Man of Montreal." It shows him as he really lived in constant intercourse with his friend and patron, St. Joseph, through whose power he worked, and is still working, his wonders. This is a book that should be in every Catholic library and in every Catholic home.

\$1.50

## ADULT FICTION LIBRARY 12 VOLUMES



Sold Individually for \$1.50 each

#### PATCH

P. J. Carroll, O.S.C.

AND — THE REST OF THEM: There was the Mother who was the ruler of a small kingdom; Mick, who had a way of seeming to rush to do things at her bidding; Nan, who seemed to think she had a divine commission to tone down the table manners of her brothers; and Fan, who had a wretched faculty of ferreting out every detail of Patch's misbehavior. It is a gift that will dispel melancholy.

\$1.50

#### SMOKING FLAX

P. J. Carroll, O.S.C.

With opposite views on religion to complicate their romance, it looked as if Marjory Dawson, a devout Catholic, and Warren Hall, an agnostic, would work themselves into a tangle of broken hearts, but Providence intervenes in an unexpected way and provides a means for a happy solution.

\$1.50

#### CHRONICLES OF THE LITTLE SISTERS

Mary E. Mannix

This is a series of true stories about some of the derelicts who are occasionally thrown upon the shores of an Old People's Home. It is full of pathos, love, faith and hope.

\$1.50

#### SUCCESS OF PATRICK DESMOND

Maurice Francis Egan

This is a story with a purpose in view and combines literary excellence with a wholesome moral tone. It shows that worldly success is dearly bought at the cost of honesty and that life without religion is a barren, dreary life.

\$1.50

#### PHILIP'S RESTITUTION

Christian Reid

*Church Progress* calls this "one of the most beautiful and uplifting stories ever written." In it the author builds up a series of conflicting predicaments into a powerful emotional climax.

\$1.50

#### WINGS OF LEAD

Monica Selwin-Tatt

In the telling of this fascinating and dramatic love story, the author reveals a deep and sympathetic understanding of human nature and never allows the interest to lag. "It is," says the *Daily Record*, "a novel showing the moral and psychological effects of a theft upon a group of persons. A love story interestingly done, with a surprising denouement."

\$1.50

#### WINDING WAYS

Monica Selwin-Tatt

An edifying story in which love and good example triumph over what looked to be an insurmountable obstacle to a happy marriage between a Protestant girl and a Catholic man.

\$1.50

THE AVE MARIA PRESS

- - - Notre Dame, Indiana

\* Foreign Postage  
Add 10c for Each Book

#### PATCH OF ASKEATON DAYS

P. J. Carroll, O.S.C.

This is the sequel to Patch. "But it is the Patch of many years later, remembering the events of youth with the mellowness of age, who recites the troubles of the school boy and the escapades of an Irish lad. Though the memories have been sifted by the years, there are many slight experiences that stand out for him, as for us all, in full detail as if they were of greatest moment." — *The Messenger*.

\$1.50

#### MICHAELLEEN

P. J. Carroll, O.S.C.

This is a beautiful story of life in Ireland told in language characteristic of its race with its humor and pathos, its poetry and drama, its faith and hopes viewed in the light of the supernatural.

\$1.50

#### LIFE'S LABYRINTH

Mary E. Mannix

The heroine of this thrilling story lives in disguise among her own people, rescues a nobleman from the mountain retreat of a notorious bandit and in telling the story nothing is lost of its fine Catholic influence.

\$1.50

#### TRAGIC CITY

Esther W. Neill

All the characters and forces active in the political life of the nation's capital will be found in this unusual narrative mixed up with the heart experiences of a little Southern girl.

\$1.50

#### MISS PRINCESS

Esther W. Neill

The Princess, now a charming young nurse in a hospital, is unaware of her identity until—but that is part of the story, delightfully mixed with humor, tragedy and romance.

\$1.50



## The Pied Piper Broadcasts

A volume of childhood's favorite fairy tales, made into plays for single program or series broadcasting. Here are Rip Van Winkle, The Town Mouse and the Country Mouse, Ali Baba and the Forty Thieves, Dick Whittington, The Sleeping Beauty, Aladdin and the Wonderful Lamp, and The Three Little Pigs. Some are continued over 3 or 4 programs, providing 17 plays, timed for 15 or 30 minute intervals. There is a short chapter of helpful hints for both director and actors, a glossary of radio terms, and an outline of sound effects, as well as 20 pages of lyrics with original music for each script. \$2.25

### Other recommended radio titles

RADIO WORKSHOP PLAYS. Revised and enlarged edition. 26 plays covering a wide range of subjects from historical to fairy tales to original drama. Includes "The Director's Handbook," a mine of information that insures successful production. \$3

ONCE UPON A TIME. 26 scripts for a library radio program for children, written and timed, all ready for the air. \$2.25

RADIO ROADS TO READING. Library book talks broadcast to girls and boys. \$2.25

LIBRARY OF THE AIR. 37 scripts that tell listeners-in about the services available at their libraries. \$2.25

**THE H. W. WILSON COMPANY**  
950 University Ave. New York 52, N. Y.

### WE HAVE HUNDREDS OF COSTUMES READY FOR YOU!

• There's a costume for every character in every Play, Pageant or Patriotic Party you're planning — at Graubard's! Hundreds of unusual ideas await your selection at the Costume headquarters of America's schools! Consult us now for the correct costume — our prices are reasonable.



**GRAUBARD'S**  
901 BROAD ST., NEWARK, N.J.

Note: Due to the present paper shortage we ask you to refer to our last year's Costume Catalog; we have the exact same selection of costumes.



### WHOLESALE FAMILY FILMS

passed by

National League of Decency  
National Board of Review of  
Motion Pictures

For Every

SCHOOL . . . COLLEGE  
CHURCH

THREE BLONDIE FEATURES...  
"BLONDIE," "BLONDIE GOES  
LATIN," "BLONDIE PLAYS  
CUPID"

### THE BEST IN MOTION PICTURES . . . ENTERTAIN- ING . . . EDUCATIONAL

YOUR FREE COPY OF BIG  
1944 CATALOG SENT UPON  
REQUEST

RUSSELL C. ROSHON  
ORGANIZATION  
2506-0 RKO Bldg.  
RADIO CITY • NEW YORK

15 — BRANCHES — 15  
COAST - TO - COAST

Scene From  
"THE HOWARDS OF VIRGINIA"  
Washington's Army in Va.



# School Posters Help Win the War

Posters made in school art classes serve the double purpose of maintaining morale on the home front and promoting community support of important war projects. This work is vital and must go on!



ARTISTA TEMPERA POSTER PAINTS are smooth, creamy, opaque water colors that dry with a velvety finish. A wide variety of colors are available in student-size jars, also in 2-, 8-, 16-, 32-oz. and gallon containers. Jars may be purchased boxed in sets or in bulk.

SHAW FINGER PAINT makes unusually decorative posters and is likewise ideal for craft work. Available in boxes containing 6 assorted colors, paper, spatulas and instructions, also in bulk in 4-, 8-, 16-, 32-oz. and gallon containers. *Free Instruction Book on Request.*

**BINNEY & SMITH CO.**  
41 East 42nd Street, New York 17, N. Y.

Other Gold Medal Products famous for dependability and high quality include Crayola Colored Wax Crayon, Perma Pressed Crayon, Artista Water Colors, Frescol, and Crayola Modeling Material.



Delaware Academy  
Delhi, N. Y.



End of reading room  
showing arrangement of  
charging desk, files and  
shelving.

Note sturdy design of  
chairs and tables which  
harmonizes with the char-  
acter of the building.

**GAYLORD BROS., INC.**  
Syracuse, N.Y. Est. 1896 Stockton, Calif.

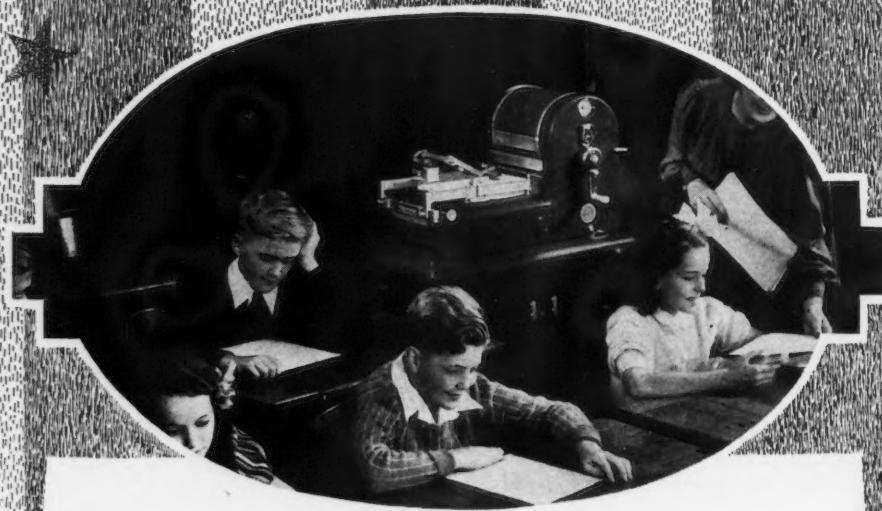
ORIGINATORS AND MAKERS OF BETTER LIBRARY FURNITURE AND SUPPLIES

## Your Own Post-War Plans...

With so many library projects in the making, for construction and modernizing after the war, it seems a good time to remind you that Gaylords' specialized knowledge in the planning and equipping of libraries is at your disposal.

Illustrated here is an example of what can be achieved when cooperation by the librarian, architect and the Gaylord staff begins at the blueprint stage. The Delaware Academy Library at Delhi, N. Y.—Archibald F. Gilbert, New York City, architect—is an outstanding example of a modern, efficient and inviting library, housed in a building that combines grace, character and beauty. Gaylords' furnished the shelving, tables, chairs, charging desk, dictionary stands, card catalogs. The book storage cupboards underneath the windows are unique.

You are cordially invited to make use of our experience in the development of your plans. No obligation whatsoever is involved.



## Wartime School Burdens

*Shifting industrial populations—overcrowded classrooms.  
Shortage of teachers—greater loads for teachers who have "stuck."  
Changing pupil needs—greater flexibility in teaching programs.  
Community projects—salvage, Red Cross, Bond drives and others.*

All this wartime service of schools has not been accomplished without strain and plain hard work. But we are proud that Mimeograph duplicators and Mimeograph brand supplies have been able to lessen this strain and lighten this load in a very considerable way.

It may be, however, that the Mimeograph duplicator your school purchased many years ago is not adequate for your present needs.

If this is the case, if your Mimeograph duplicator is too old, or is inadequate for your needs, please write us as we may be able to help. The coupon on this page is for your convenience. Just fill in and mail to A. B. DICK COMPANY, Chicago.

A. B. DICK COMPANY, Dept. CS-144  
720 West Jackson Blvd., Chicago 6, Illinois  
Our present Mimeograph duplicator is not adequate  
for our needs. Please send us information.

NAME.....

SCHOOL.....

CITY.....

STATE.....



## Mimeograph duplicator

MIMEOGRAPH is the trade-mark of A. B. Dick Company, Chicago, registered in the U. S. Patent Office.

# THE CATHOLIC SCHOOL JOURNAL

PUBLISHED MONTHLY EXCEPT IN JULY AND AUGUST BY  
THE BRUCE PUBLISHING COMPANY

540 NORTH MILWAUKEE STREET, MILWAUKEE 1, WISCONSIN

Eastern Office: 330 West 42nd St., New York 18, N. Y. — Central Office: 66 E. South Water St., Chicago 1, Ill.

Volume 44

January, 1944

Number 1

## Table of Contents

### SPECIAL PHASES OF EDUCATION

Education for God and Country, <i>Mother M. Bernadette, O.S.U.</i> .....	1
Sweet Land of Liberty, <i>Sr. Marie Martin, S.S.J.</i> .....	6
Cheerfulness in the School, <i>Bro. Christian Francis, F.S.C.</i> .....	8
Choral Reading, <i>Sr. M. Emeric, O.S.B.</i> .....	9
Results of the Dialog Mass, <i>Sr. Rosalie, C.S.J.</i> .....	10
Sisters Can Teach Mechanical Drawing, <i>Sr. M. Georgiana, O.S.F.</i> .....	11
Editorials .....	12

### PRACTICAL AIDS

#### High School

War With Words, <i>Harold J. McAuliffe, S.J.</i> .....	13
In Defense of Small Laboratories, <i>Sr. M. Genoveva, C.S.C.</i> .....	13
Teaching Historical Biography, <i>Sr. M. Noreen, O.S.F.</i> .....	15
Methods in Teaching Modern Languages, <i>Sr. M. Borromeo, O.S.F.</i> .....	16
Treat Them All Alike, <i>Margaret Keating</i> .....	18

#### Grammar Grades

Appreciation of Literature in the Junior High School, <i>Sr. M. Marcella, O.S.F., Ph.B.</i> .....	19
Emmanuel City, <i>Sr. M. Teresita, O.S.F.</i> .....	22
Some 1944 Centennials of Saints and Beati, <i>Bro. Angelus Raphael, F.S.C.</i> .....	30

#### Primary Grades

Teaching the Mass in Primary Grades, <i>Sr. M. Alicia, O.S.F.</i> .....	25
We Go to the Bakery, <i>Sr. Marie Edward, C.S.J.</i> .....	27
A Device to Stimulate Interest, <i>Sr. Marie de Lourdes, O.Carm.</i> .....	29
Leonard Lion, <i>Margaret E. Schoeverling</i> .....	30
A Quick Method of Drawing Lines on a Blackboard, <i>F. Pearl Malloy</i> .....	30

### DRAMATIZATIONS

S.M.A. in the Victory Corps, <i>Lois Ballman</i> .....	17
In Days of Yore, <i>Mary Virgine Weiner</i> .....	20

### PICTURES

Jesus and the Children, <i>G. C. Harmon</i> .....	3
White Forest, <i>Josef Muench</i> .....	5

### THE FABRIC OF THE SCHOOL

Planning Postwar School Construction, <i>Otto R. Eggers</i> .....	31
---	----

### NEWS AND BOOK REVIEWS

Catholic Education News.....	12A
New Books of Value to Teachers.....	21A
New Supplies and Equipment.....	24A

*Article Index:* Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*; and in the Catholic magazine index of *The Catholic Bookman*. — Entered April 20, 1901, as Second-Class Mail Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1943, by The Bruce Publishing Company. — *Subscription Information:* Subscription price, \$2.50 per year, payable in advance. Canadian postage, 50 cents; Foreign Countries, 50 cents. Copies not more than three months old, 25 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office

in Milwaukee, at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue. — *Editorial Contributions:* The Editors invite contributions on Education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

## January, 1944

Yes, here it is. This is the first number of Volume 44 of your JOURNAL. Our first greeting is, A Happy New Year. As chosen servants of God, you know that happiness, in the spiritual sense, is of the Spirit and cannot be destroyed by the world about us. But we all hope and pray that, this year, the whole world will be happier and that all will enjoy the peace promised to men of good will.

We have published a title, author, and general subject index to Volume 43. If you want it, send a postal card to THE CATHOLIC SCHOOL JOURNAL, 540 N. Milwaukee St., Milwaukee 1, Wis. No charge, of course.

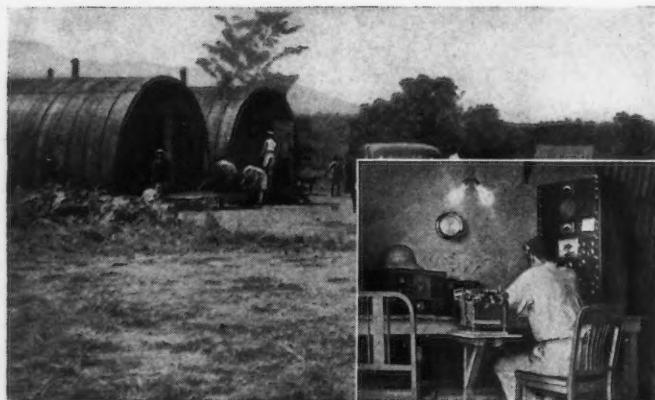
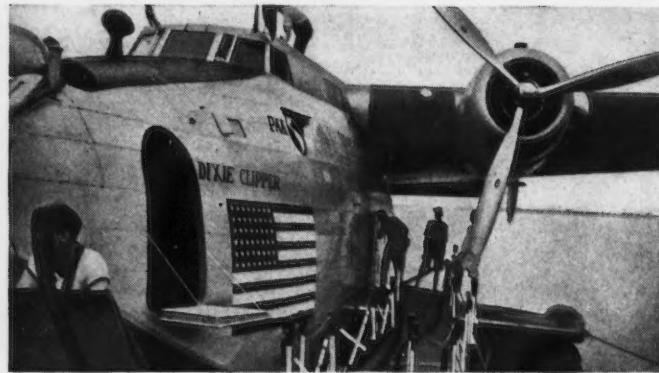
Religion and patriotism are your major objectives. The two are inseparable. "Be a good Catholic and you can't help being a good American." Mother M. Bernadette, O.S.U., ("Education for God and Country," page 1) sets forth the principles that should guide us in developing true Christian citizenship. And Sister Marie Martin, S.S.J., ("Sweet Land of Liberty," page 6) throws in a few laughs in telling us how the historian can inspire good resolutions concerning Christian citizenship.

Let us resolve today that in all our teaching in 1944 we shall inspire our students with greater loyalty to God and greater devotion to the *duties* of Christian citizenship.

Where Office Machines  
can't be coddled

# Underwood's the choice...

—From Remote African Base Pan American World Airways reports Hardihood of Underwood Equipment



Underwood Typewriters



Underwood Sundstrand  
Adding-Figuring Machines



Underwood Elliott Fisher Accounting  
Machines

**1. Secret Airport**—In the African wilds a Pan American World Airways plane floats at its dock. Before the war, Pan American foresight blazed many air trails now vital to the United Nations' war effort. Among the machines that contribute to Pan American's efficient operation are those which help organize its thousands of essential details—office machines! In Pan American's accounting, traffic, clerical and executive offices, there you'll find the name Underwood Elliott Fisher.

**2. No Casualties Permitted**—Unlike the 407 U. S. cities where service facilities on UEF machines are, even in wartime, as near as your telephone, such remote outposts as this airport must rely completely on the unfailing durability of its office machines. Here, Pan American installed Underwood typewriters. Many of these machines are veterans in service, yet Pan American reports that all are on top of their jobs—that working without vacations, they have required remarkably little special attention.

**3. Service in War**—Air crossroads of the world today is neutral Lisbon, Portugal. Here top priority passengers are shown leaving a Pan American Clipper after a 4-continent, on schedule, flight. Also serving you in wartime UEF can supply adding and accounting machines under WPB regulations. We have been able to assist many companies with their wartime accounting problems. Ribbons, carbon papers, and complete maintenance service on all products are available from coast to coast.

**Underwood**  
**Elliott Fisher Company**

ONE PARK AVENUE, NEW YORK 16, N. Y.

We are now in war production on—U. S. Carbines, Caliber .30 M-1—Airplane Instruments—Gun Parts—Ammunition Components—Fuses—Primers and Miscellaneous Items.

Enlist Your Dollars... Buy War Bonds... To  
Shorten the Duration

Copyright 1943, Underwood Elliott Fisher Company



# The CATHOLIC SCHOOL JOURNAL

Vol. 44

JANUARY, 1944

No. 1

## Education for God and Country

Mother M. Bernadette, O.S.U.

*"Morning is hardly breaking  
Over the land we gallantly love;  
Destiny's just awaking,  
Lift up your eyes, the sun's above.  
The future calls . . ."*

THESE opening words of Father Lord's well-known song are dedicated to the higher patriotism. We quote them proudly. They suggest the attitude, the reaction, and the goal of Catholic patriotism we urge on the mind of our American youth. They sing "America, We've Just Begun" lustily—yes, thoughtfully—but perhaps they hardly realize its deeper implications.

American Catholic educators have "just begun" to develop a higher patriotism and civic responsibility, to train for participation in the work of the government and integral citizenship. Patriotism is love of country, devotion to its welfare, and support of its authority and interests. Integral citizenship is the state of citizenship which lacks nothing in completeness: where knowledge of rights and privileges is completed by the attainment of these guarantees; where understanding of law and duty is brought to entirety by their observance; and where devotion to the ideal is expressed, according to St. Thomas, "by the will to give oneself with promptitude to the things that belong to the service" of one's country.

### The Catholic Aim in Citizenship Education

It is the aim of education to bring about changes in the lives of students, and the purpose of a philosophy of education, to determine what changes are desirable. If it is true that man measures his progress by his advance to the goal he has set for himself, action without a definite goal to give direction and significance may become mechanical and meaningless. The full meaning of the purpose determines the means to be utilized in the achievement. Catholic civic philosophy is in accord with Catholic philosophy of life.

As member of a supernatural society as well as of a natural society, we have a supernatural as well as a natural end and supernatural as well as natural means provided. In the Catholic system of education, supernatural as well as natural in all its departments, the helps that are natural are fully realized by those that are supernatural. We invoke the doctrines of the Church, grace, the Mass, the sacraments to meet the needs of the supernatural man in every aspect of his training and development. We teach according to the Thomistic principle, which, in all branches of knowledge, gives a correct understanding of the last end and, simultaneous with integral knowledge, inculcates the habits of doing all things with a view to that end.

St. Thomas in his *Scholastic Philosophy* explains that the soul is not something placed outside the nature of man but that it is the principle of unity of all man's functions. He makes clear that the human faculties are "potential parts" of the soul, not "quantitative parts." This teaching that the soul is simple, undivided, and indivisible is emphasized by William Commins in *Thought*, June, 1933, in an article, "What Is Faculty Psychology." The author says that interpretation gives to Catholic education as well as to the Scholastic Theory an organic character. There are neither watertight compartments of the faculties of knowing, nor strict delimitations between the faculties of knowing, willing, and doing. Civic instruction takes on an integral character when knowing results in doing. Catholic education possesses the means for achieving its unity amid the prevalent diversity.

For many decades we have enjoyed the opportunity and the privilege of educating according to sound principles of Christian democracy. It was won for us by the pioneers in American Catholic education and preserved to the present by reiterated struggles led by civic-minded Catholics against the opposition. The confusion about the character of public education mentioned by Aristotle is not incongruous to the confusion in American public education in 1943:

For mankind are by no means agreed about the things to be taught, whether we look to virtue or the best life. Neither is it clear whether education is more concerned with the intellectual or moral virtue. The existing practice is perplexing; no one knows on what principles we should proceed. Should the useful in life, or should virtue, or should higher knowledge be the aim of our training? Again, about the means there is no agreement.

For us Catholic educators in the sciences, the arts, citizenship, and character formation, no such confusion need exist, because we know what we teach and why. The graduates from our Catholic schools are our handiwork; we have fashioned them. Later influences aside, they are citizens after the manner of our formation, with the degree of love of country and the habit of performance of civic duty, with a Catholic aim and in a Catholic way that we have developed in them.

### The Civic Aim in American Education

A basic concept of American public education is that the democratic way of life is the inclusive purpose of education. The desirability of increased emphasis on democracy in education and understanding of civic responsibility is indicated by the following statement made in 1937 by the Educational Policies Commission of the National Education Association of the United States on "The Unique Function of Education in American Democracy":

The primary business of education, in effecting the promises of American democracy, is to guard, cherish, advance, and make available in the life of coming generations the funded and growing wisdom, knowledge, and aspiration of the race. This involves the dissemination of knowledge, the liberation of minds, the development of skills, the promotion of free inquiries, the encouragement of the creative or inventive spirit, and the establishment of wholesome attitudes toward order and change—all useful in the good life for each person, in the practical arts and in the maintenance and improvement of American society, as our society in the world of nations. So conceived, education seems to transcend our poor powers of accomplishment. It does, in fact, if perfection be expected; but such is the primary business of public education in the United States. Theory supports it, practice inadequately illustrates and confirms it.

For the attainment of the general end, which is to achieve the fullest possible development of the individual and his usefulness to society, instruction in citizenship and patriotism has its place. But in what sense does American education for democracy propose to develop civic personality and to educate to a use of liberty; in a pagan sense or in a Christian sense?

It is in its supernaturalism, its "other-world aim" that Catholic educational philosophy differs sharply from the pagan philosophy of naturalism current in public education. In the words of Pope Pius XI, the supernatural order "does not destroy the natural order . . . but elevates and perfects it." Supernatural in this sense is not synonymous with religion as a subject taught; it applies to something more real—religion as a way of life that is beyond the positive capacity of nature, that could never be attained by unaided natural powers. Catholic philosophy of education is more positive than that of the Educational Policies Commission in the quotation cited above: "So conceived, education *seems* to transcend our poor powers." We know "it does in fact."

Our Catholic philosophy of education does not eliminate the play of intelligence outside the limited number of infallible dogmatic decisions. Even in our acceptance of Divine Revelation, a limitation of the end does not mean a limitation of the thinking process, as John Dewey would fear. Mr. Dewey maintains that the acceptance of dogmatic rules stifles the intelligence in its tendency to investigate natural causes. Unqualified adherence to the "experimental method" to which Mr. Dewey subscribes would rule out objective truth. The supernaturalism we advocate does not exclude the scientific method. Religious truth and practice is the motivating force of our civic education. We teach citizenship as a life to be lived more than as a creed to be learned.

The objectives for civic responsibility set forth by the Educational Policies Commission as stated in the *Purpose of Education in American Democracy* includes: social justice, to cultivate an awareness to the disparities of human circumstances; social activity, to train the citizen to correct unsatisfactory conditions; social understanding, to help citizens gain a grasp of the significance of social structures and social processes; tolerance, to insure that honest differences of opinion may be respected; conservation to train citizens to have a regard for the nation's resources; social applications of science, to prepare educated citizens to measure scientific advance by its contribution to the general welfare; world citizenship, to make of each citizen a co-operating member of the world community; law observance, to teach the educated citizen to respect the law; economic literacy, to instruct citizens in the laws that govern the production, consumption, and distribution of wealth; political citizenship, to prepare educated citizens to accept their civic responsibility; and devotion to democracy, to educate citizens capable of acting upon an unwavering loyalty to democratic ideals.

#### Education for American Democracy

"The good life for each person . . . encouragement of the creative spirit . . . improvement of American society . . . promotion of free inquiries . . . knowledge and aspirations of the race . . . liberation of minds . . ." dangerous catchwords and equivocal phrases these, unless citizenship responsibility be comprehended in the supernatural and religious sense, as well as in the natural and civic sense. The life line from divine origin and eternal destiny to human liberty and responsibility must be maintained at any cost. We shall preserve as

many God-given liberties as we rightly use and forfeit as many as we abuse. If, according to the findings of the Educational Policies Commission, increased emphasis on democracy is imperative, the watchfulness of educators in a Christian sense is more imperative.

Certain it is, when any of our cherished possessions is endangered or underestimated as are our democratic institutions at present—the family, Christian education, private enterprise in business, even ordered, civilized society—we examine their values more closely and guard them more carefully. President Woodrow Wilson in 1917 made a plea for more careful instruction bearing directly on the problems of community and civic life. He urged the realization in public education of the new emphasis which the war had given to the ideals of democracy and to the broader conception of national life.

Christian Gauss in his *Introduction to Democracy Today: an American Interpretation* expresses himself forcibly and by no means reassuringly, when he calls upon schools and colleges to clarify to their students the ideas on the purposes and significance of America in order to counteract the deficiency in our national psychology:

The consciousness of any fixed, national purpose has never been strong in the minds and hearts of Americans . . . a people of adventure with no set goal, at best active and intrepid, making and breaking our own ideals.

In this statement on our national ideal, he challenges not only our loyalty to America and our knowledge of her history but also our optimistic outlook for her future.

Again, quoting from H. G. Wells in *The Future of America*, Mr. Gauss says: "The problem of America is to resolve confusion of purposes, traditions, habits, into a common ordered nation." That this national problem should have received so little attention, Mr. Gauss explains, has been due first, to feverish exploitations of our natural resources, the development of industry, the attempt to assimilate a vast immigrant population; second, to a policy of isolation; and third, to a provincialism of soul of which we were not conscious. He insists upon democracy as our fundamental ideal, the spirit of our government and of our whole national structure. The sin of democracy, he points out, is the liberty and welfare of the individual, but he accuses American education of having never adequately taught the masses of the people to recognize the corresponding responsibility brought by our rich endowment. He calls upon us to bethink ourselves and to take counsel that we may be able to justify our ideal of democracy on trial against an unrestrained autocracy.

From 1917 to the present, American patriotism has been renovated and stimulated by a more intense study of the democratic ideal of government. Fair-minded, truth-seeking thinkers have traced the development of the American idea from the theology of St. Thomas Aquinas and the Christian democracy concept of St. Robert Bellarmine, and have found them to be in agreement with the political principles of Thomas Jefferson. They have discovered the basic theory of human destiny to be the same in Catholicism, genuine Americanism, and true patriotism. "All men are born free and equal," trustworthy democratic leaders from Thomas Jefferson to Woodrow Wilson have accepted as the classical sentence of the American creed of democracy. They acknowledge that the inalienable rights of every human person are equal rights without respect of blood or breeding. They believe human rights are derived individually from the Creator and not from an all-powerful State, nor even, according to the political conception of an Englishman, from a benevolent Parliament which bestows at will upon its subjects their "immortal rights."

Again today, democracy after the true American ideal is threatened and its institutions are endangered. We re-examine its values for the purpose of constructing a better citizenship and a more enduring patriotism. We measure our thinking against the false democracy of a Rousseau, and against the democratic principles of the 1820's in the Old and New World. We examine past and present world governments and determine whether they are totalitarian or republican by their basic belief as to the origin of individual rights and their consequent direction of individual and collective responsibility.

We take a backward glance at the Middle Ages and see democracy grow out of its institutions like the oak growing out of the acorn; not fully formed, it is true, but to be developed and brought to

## A Right and a Duty

*Suffer the little children to come unto Me, and forbid them not; for of such is the kingdom of God.*

— Mark, 10:14

It is our conscientious duty to provide the fullest religious instruction, discipline, and motivation of our youth. We have the right, according to the laws and traditions of our country, to strive by every legitimate means to provide such religious education to youth. In exercising that right, we believe we are adhering not only to the letter of the law, but also to the spirit of our democratic institutions and to the clear statements of the founders of this republic. . . .

The un-American discrimination against religious institutions goes to the ridiculous extent of spending more money in this great national emergency to build new and extended school and welfare facilities even where Catholic schools and child centers might well be used in serving the needs of some of the nation's children. There is something worse than legalism in this policy. — Rt. Rev. Msgr.

M. J. Ready.



— G. C. Harmon

maturity in modern times. We note its survival and its growth in spite of and largely because of conflicts and revolution in America and a series of revolutions in Europe: commercial, financial, religious, English, French, industrial. We watch its progress in the nineteenth century and during World War I and ponder its present problems in the eastern and western world. From questioning the ages and circling the globe, we bring our thoughts back to America to view the national scene, and we ask ourselves: "America, have we begun to educate our youth in the principles and practice that alone can perpetuate our democratic way?"

We recall what James Russell Lowell said of democracy in 1884, that in its best sense it is merely the letting in of light and air—the spirit of American government. We bring to mind what President Cleveland said some years later of the virtues of George Washington, that they are qualities of civic character not more vital to our nation's beginning than to its development and durability. We reflect on what Woodrow Wilson said in 1916 before the Citizenship Convention, that it takes a great deal more courage to represent ideal things than to represent anything else, just as it is easier to lose one's temper than to keep it.

Our American democratic tradition is not an opinion, or even a belief, and, as Lowell would say, we are not holding the world by the button to expound our theory. American humor at this stage of our national growth precludes a confidence in our opinions, a confidence that may have characterized us as a youthful people, so strong that we would bring the universe in conformity with them. We are more convinced today that, in our American democracy in government, "the consent of the governed," is a reality and a necessity. True, we have outgrown some of our illusions about the stability of the democracy ideal, "government of the people, by the people, for the people," without invoking the sanctions of the natural and moral law, of law-

enforcing agencies, and when necessary, resorting to physical sanctions, as in the case of the Civil War. Our faith in democracy remains unchanged, although experience has taught us that a democracy as a form of government guaranteeing to all certain inalienable and equal rights can easily become an empty formula. We learned long ago that rights, responsibilities, and privileges attached to social and political democracy are in constant need of reinterpretation and revitalization. A democracy depends upon the qualities of its citizens as no other form of government, because the citizens make the government. For this reason, precisely, we insist not so much upon the human limitations as upon the limitless possibilities of a democracy.

Thomas P. Neill in an article in *America*, June 19, 1943, "Report of N.R.P.B. May Help Win Peace," substantiates our faith in the quality of our government when it is reinforced by citizens of high caliber. Early in the article Mr. Neill makes clear that without the inferential right of constant reinterpretation the rights of freedom of speech and of the press, even the right to live might be robbed of their significance. In a later paragraph he expresses vigorously the idea that it is required of the citizen to be watchful of his government and aware to its enactments if rights are to be preserved inalienable and equalized.

Ultimately man's right is that of living as a man rather than as a strawberry or a horse; his right to live as a man, as an intelligent, free, and responsible being, is the basis of those derivative rights, the Founding Fathers listed as inalienable: freedom of conscience, religion, speech, and press. Such a list was adequate for its day, but the Industrial Revolution and its resulting technological, social, and economic changes made these freedoms meaningless when they stand alone. The right to live as a man today can be implemented only by additional derivative rights, such as the right to work for a minimum living wage, the right to marry and rear a family, the right to develop one's faculties to the fullest, and to preserve one's health.

### Education for Christian Democracy

In a democracy the citizens make the government. Therefore, the institution most needful to perpetuate the democracy is the one which makes the citizens. The schools of America have a work to do at the present time to reinvigorate and maintain the principle of self-determination in government, in education, and in American life—a work more vital than that of the founders who achieved our independence. God's creative purpose in government is the root, enlightened citizenship, the branching tree, and loyal, active patriotism, the flower and fruit of our political organism. If pruned and fostered in its growth it will fructify into a society after the Christian democratic ideal. Citizenship training with the aims for civic responsibility proposed by the Educational Policies Commission of the National Education Association of America will not fulfill the ideal. Social understanding and social application of science; social activity and social justice; critical judgment and tolerance; economic literacy and conservation; law observance and political citizenship; devotion to democracy and world citizenship: all are good and necessary, but they are contingent upon the true norm, the eternal sanctions, and the spiritual motivation that alone can give permanence to the American civic ideal. A permeation of these objectives with a knowledge of religion and faithful practice of the obligations it imposes will impart an enduring quality to our patriotism and an integral character to our citizenship.

"A Christian democracy is a society in which the God-given dignity and destiny of every human person is fully recognized in government, in law, in institutions, and in human conduct," says Father John LaFarge, S.J., in a definition that promises to become classic. Democracy understood in this universal sense embraces all the phases of life and activity: political, social, religious, and economic, in which supreme power is retained by the people and is exercised by them, either directly or indirectly, in a Christian sense. It suggests an ideal condition of human society on a global scale comparable to a universal Christendom, what Pope Benedict XV in his encyclical, "The Re-establishment of Christian Peace," terms "a family of people calculated . . . to safeguard the order of human society."

In a paragraph, written in 1934, in which he epitomizes the evolution of political democracy, Professor Carlton J. H. Hayes, now our ambassador to Spain, challenges to parallel thought on the building of a truly Christian democracy, "a family of peoples in which peace and security can be established" through government by the consent of the governed:

The feature of history that is most interesting and vital to us today is the growth and development of democracy. The idea that the people should govern themselves through parliaments or congresses or assemblies is an idea for which brave men have given their lives in many a revolution and many a war. Against tremendous odds it has made headway. Gradually it has triumphed in one country after another, in North and South America and in Europe. In recent times it has won footholds in Asia and in Africa. On the other hand, there are still a number of backward countries which have not won their struggle for freedom and self-government. There are also dictators, who defy democracy, in southern and eastern Europe, in Asia, and in several Latin-American countries. Moreover, even in countries which have achieved a large measure of political democracy there are often restrictions on the franchise or other limitations. In some cases the outworn forms of feudalism or of divine-right monarchy are still to be seen. Above all, most democracies face the problems of improving the efficiency of government and of pursuing the wisest policies in dealing with social, economic, and international questions. In other words, it is not enough to win democracy; there is still the problem of how best to use and maintain it. A monarch may give his subjects worse government than they deserve, or better. A democracy, however, depends upon the quality of its citizens, because the citizens make the government. Democratic government in our modern world will be as wise and as beneficent, or as shortsighted and as corrupt, as we make it.

"Education is knowledge put to work, just as morality is religion put to work," says John E. Carvin in "Tests of a Teacher's Efficiency" in *The Catholic Education Bulletin* of November, 1918. Integral citizenship: is it an Utopian ideal? Suppose it were; we could answer the objection in the words of Tibor Payz in an article "The Organization of International Law," in *America*, June 19, 1943: "Utopian?

Nothing less will do. . . . One ought not to forget that Utopias are ameliorating factors for human development." The Christian democracy ideal is so necessary and so fundamental a principle that either under that caption or some other a free, Christian people must put it to work. Essentially, the Christian democracy ideal is understood in an individual or personal sense, rather than in a global or universal sense. Reverend Edward Leen in *Progress Through Mental Prayer* characterizes this God-bestowed badge of unrestricted human aristocracy when he says: "God made man to be man. He made him to be something more. By the infusion of Sanctifying Grace He made him to be a being whose moral excellence should be touched with divinity . . . a created participation in the infinite good which is God." Our Holy Father, Pope Pius XII, in his *New Encyclical on the Mystical Body* says: "But a body calls also for a multiplicity of members, which are linked together in such a way as to help one another. . . . Thus, with the added grace of the Divine Spirit, men are moved and, one might say, compelled to be more thoughtful in seeking the Kingdom of God."

The central tenet of American democracy, "consent of the governed," demands ethical citizens capable of voluntary law observance; demands rational citizens who recognize that law is the "ordinance of reason"; demands intelligent citizens who realize that the norm of conduct the civil law imposes must be adhered to for the individual and general welfare; demands volitional citizens who have the ability to act unsupervised in conformity with these principles of conduct; demands loyal citizens who live up to their convictions that a traditional list of rights which pertain to man by reason of his nature is ineffective to cope with changing situations and to insure the ascendancy of human rights over economic and political power; demands courageous, public-spirited citizens who will take active part in the periodic reinterpretation of the democratic features of our government so as to give them reality and meaning for the average man.

What we have named "complete citizenship" is not realizable without voluntary concurrence on the part of the citizen with the mandates of law and government and a constant watchfulness by the citizenry over the agents and agencies of the government in order that their derived rights may not be impaired. Formation of young citizens to meet these criteria is the test of the effectiveness of Catholic citizenship education. The fixed principles of religion possess a remarkable adaptability for education to political situations and civic problems and for stabilizing what might otherwise be an emotional patriotism and a superficial citizenship. It is not a simple matter to form our students into patriotic, law-abiding citizens, regal persons in their own right who, guided and influenced by a sense of God's sovereignty, are the conscious authors of their actions.

### A Reinvigorated American Citizenry

Pope Pius XI said that education is essentially a social and not a mere individual responsibility, and that its mundane object, the common welfare in the temporal order, consists in that peace and security in which families and individual citizens have the free exercise of their rights. Moreover, that the student ought to understand that he is not fully himself, that he does not realize his capacities until he is properly placed in society; that he must recognize that he is part of an organic whole; that the social law is his law, and that the good which is the object of that law is his own good; further, that social education requires more than teaching of theory, that it demands the fostering of habits and social tendencies; that it exacts the cultivating of modes of action which will strengthen and render fruitful the Christian spirit in souls and lead them to a sincere and open profession of Christianity; lastly, that when this integration is achieved, we shall have apostles in the home and on the streets; we shall have religion in business, in government, and in society.

Our Holy Father, Pope Pius XI, of happy memory presented us with an ideal that is attainable in the state of civic society. However, it can never become a reality until the Catholic citizens abandon their lofty isolation of mind and soul in favor of a fusion of certain elements and principles common to the religious and civic ideal. To be good Catholic American citizens is not enough; we have an obligation to help our government make good in its gigantic task. The cooperation of every intelligent citizen is needed in the work of safe-

guarding individual rights, of dispensing justice and equity, and of administering fair law impartially.

Rights and privileges are bestowed individually by the Creator, not collectively by the government. Since neither the government nor a benevolent ruler is the author of the human prerogatives which correspond to the ultimate destiny of the citizen, the conclusion is inescapable: corresponding civic duties and responsibilities are imposed individually and issue ultimately from the Creator. They are placed by the State and rulers only in so far as these organizations and persons are the human intermediaries for dispensing God-given authority. Responsibilities and duties are not posited collectively, but the citizenry, a collective person, cannot repudiate collective, moral responsibility. The conformity in many particulars to the doctrine of the Mystical Body and the anatomy of the human body—the individual cells that make up the whole—forces itself upon us. As in the human body an increasing number of nonfunctioning cells causes the deterioration that brings on sickness and death, so in the body politic and in the Mystical Body, inaction on the part of more and more members produces first lifelessness, then decay.

"The government of business is no business of government," said the laissez-faire economists. Similarly there are in America "let-alone" citizens, many of them Catholics, products of our schools, whose actions bespeak the creed, "The business of government is no concern of mine." They seem to subscribe to the principle: "If I live as a good citizen and leave government unhampered by my criticism or subversive activity, I am hindering nothing." Such inert citizens, content in their lofty isolation of soul, are not helping the cause of Christian democracy; they become a liability to the government that must protect them. Religious formation and citizenship training are not poles apart. Pope Pius XI urged that Catholic education help them to coalesce in the development of civic morality. Then shall we have God in business, in government, and in society.

Truth apprehended leads to action. Only knowledge that has been assimilated can be incorporated into life. What is realized sufficiently will be lived; it will influence thought and action long after other subject matter has been forgotten. When the young citizen goes forth from his Catholic school as a responsible member into American society, what is expected of him? Three fundamental civic duties are incumbent upon him: to lead the life of an upright citizen; to exercise his voting privilege as an honest, enlightened citizen; to exert his influence for the right by watchfulness over the government and the officials whom his vote empowers to rule the land.

"*A Deo rex, a rege lex*" with its devious corollaries has long since been proved a false political maxim. If rightful authority and reasoned obedience constitute a life line between God and man, then the awareness of the citizen as to the manner of the exercise of political authority in a democratic state is needful for assurance that the life line shall not be broken.

In order that American schools shall educate alert, active citizens, first the educators must be aware to civic interests. Instructors in citizenship must be cognizant of the present development of American government, of significant changes that otherwise might remain unnoticed: the type of legislation, the character of officials, the degree of state control of education. Active interest in political issues fundamentally affecting the civic welfare is caught rather than taught. It will not suffice to instruct students about the intricate workings of American government nor even to set afire their love of America by teaching them to voice such patriotic sentiments as:

"Speed our republic, O Father on high . . .  
Hail, three times hail, to our country and flag."

No, nor will it avail adequately the cause of American citizenship to permeate them with the knowledge and practice of our holy faith. Citizenship formation requires a well-advised integration of religious and social-civic education, with emphasis on the obligation of active citizenship.

#### A Renewed Christian Society

A thought-evoking problem of Catholic citizenship education is how to correlate and subordinate the natural and supernatural helps in the formation of the integral citizen. A projection of mind into the life



— Josef Muench

*White Forest. After a storm the earth and all its trees are wrapped in a glittering mantle of white, that hushes every sound as though the world were listening for something.*

situations to be met by the young citizens we are preparing will help interpret the objective. The product we envision is the person, who, by virtue of his understanding of the divine indwelling, holds a commensurate respect for himself and his fellow man; the Catholic who, fully conscious of the meaning and efficacy of the sacrament of baptism, comports himself not merely like a traveler who is "passing through" enroute to his eternal home but like a citizen of the Kingdom of God who takes as active an interest in the true welfare of his fellow citizen and in the progress of human society as in his own eternal destiny. The ideal we set ourselves is the man with character compounded of the theological and moral virtues, increased by grace-impelled activity, and of a series of habits superimposed with the aid of grace upon the natural social-civic virtues of honesty, uprightness, courage, industry, sobriety, charity, mutual helpfulness, and public-spirited service.

The ultimate goal we establish for ourselves and the aim we keep in mind constantly is the enlightened Catholic citizen who will have the courage of his convictions. We give him a formation such that his virtue—moral, intellectual, social—is brought to maturity. We familiarize him with the working ideals of the Catholic mentality; with his actual incorporation in Christ; with habitual invocation of the light and strength of confirmation; with practical faith in the vivifying effects of the presence of Jesus Christ in the Holy Eucharist and of frequent Holy Communion; and with the supernatural character of Christian charity that enables him to recognize a son of God in every one of his fellow men.

Obviously, the instructed Catholic finds some of his greatest re-

sources in his belief in the indwelling of the Holy Spirit in his own soul, in the presence of Christ in the Holy Eucharist, and in the doctrine of actual, sanctifying, and cooperating grace. From the experimental knowledge of the practicing Catholic comes the assurance of a guidance and help that is more meaningful than "social security." In like manner, the loyal Catholic citizen experiences a sense of direction and a conscious help in matters temporal as well as in interests eternal that is equivalent to a "divine security." But he does not stop there. To the working of inspiration and grace he adds his own efforts, he observes the social movements, and studies the political developments of the day for the sole purpose of meeting the challenge to the loyal, Catholic, American citizen.

The attainment of a higher patriotism and a better citizenship in America will require the raising of the level of our national life. As the life of the body springs from the union of the body and the soul; as the life of the soul springs from the union of the soul with the spirit of God, and as the life-giving breath of the Holy Spirit gives vitality to the Mystical Body, so the renewed spirit of the body of the people will give new life to the commonwealth. The extent of newness of life will be determined by the measure of the renewal of Christian civic spirit. In all reverence we quote the Most Reverend James Leen and draw the inference: "The splendor of the soul follows the degree of its incorporation in the Mystical Body of the Word made flesh." Even so—the splendor of the soul of America follows the degree of its incorporation. By this incorporation may she experience a refinement by which her faculties become flexible to the divine action on them.

By His divine action, the Holy Spirit will quicken the thoughts and acts of our citizenry. If His action is not impeded and the flow of His grace not obstructed, He will "leaven the mass until the whole is leavened." If the citizens of America desire it and with united prayer implore it, He will exercise dominion over each one individually and over our commonwealth collectively. He who secures to the Pope and to the Bishops grouped around him doctrinal infallibility can extend to Christian rulers, statesmen, and citizens the enlightenment and strength necessary to carry on their earthly mission according to heavenly wisdom. By making known to open minds the nature of civil authority and facilitating in docile wills obedience to civil law, He will give a higher sanction to the American way of life. How shall this be

accomplished? The effectiveness of our religious ideals in American civic education determines the height of our national aspirations. To those who object that this is a flight of fancy, and we must cope with reality, we answer that the supernatural ideal is a more effective impulsion for producing desired action than the most tangible human objective. Great projects planned and undertaken find their inspiration in devotion to a spiritual ideal.

This is the clarion call of our beloved America to her Catholic system of citizenship education: "Give me a better people and a higher ideal; multiply the number of citizens possessed of true enlightenment, essential knowledge, political integrity, and civic spirit. They will help me intercept the giant strides that victory corps legislation, national socialization and progressive education are making toward the destruction by political encroachment of the sovereignty of the people and the usurpation by material ambition of the throne of my spiritual ideals."

#### References

Baumeister, Edmund J., "A Philosophy of Education," *Secondary Education of the Society of Mary*, 1940.  
 Gauss, Christian, *Introduction to Democracy Today: An American Interpretation*, 1917.  
 Hatch, Ray W., *Training in Citizenship*, 1926 (Scribner).  
 Hayes, Carlton J. H., and Moon, P. T., *Modern History*, 1934 (Macmillan).  
 King, Lloyd W., "The Purposes of Education in American Democracy, the Educational Policies Commission," *Handbook for High School Districts of Missouri*, 1940.  
 Lansing, Florence, *The Builder*, 1936 (Bruce).  
 Leen, Most Reverend James, *By Jacob's Well*, 1941 (Kenedy).  
 Lefebvre, Don Gaspar, O.S.B., "Time after Pentecost: Doctrinal Note," *Saint Andrew Daily Missal*, 1936.  
 McCarthy, Raphael, S.J., *Training the Adolescent*, 1934 (Bruce).  
 McMahon, John T., *Building Character From Within*, 1940 (Bruce).  
 Neill, Thomas P., "Report of the N.R.P.B. May Help Win Peace," *America*, June 19, 1943.  
 Payz, Tibor, "The Organization of International Law," *America*, June 19, 1943.  
 Pope Pius XII, "New Encyclical on the Mystical Body," *The Catholic Register* (Southeastern Nebraska Edition, October 8, 1943).

## Sweet Land of Liberty

### The Deliria of a Grade School Teacher

Sister Marie Martin, S.S.J.\*

SEPTEMBER sunbeams slanting through tall schoolroom windows halo forty tousled heads and lose themselves in a red, white, and blue flag as forty lusty, young voices triumph to a close, "Of thee I sing! . . ." Of what do they sing, these forty vibrant voices in which commingle so many different qualities—Italian richness, Spanish fire, Irish lilt, German strength, French beauty, bound together and dominated by Americanism? Of what do they sing? Of America, sweet land of liberty.

#### Freedom From Superstition

They sing of that indefinable, that unique brand of liberty which is American, of that liberty of spirit which has moved America's people since the first yesterday in her history when Columbus, setting foot on American soil, demonstrated to a fear-enslaved Europe that freedom from superstition and fear of public opinion and the liberty of working

out the scientific deductions and plans of an untrammelled mind are great liberties—so great that they discovered America, the land of the free.

Of what do they sing, these forty lusty, free, young voices with their overtones of Italian, Irish, German, Polish, Yiddish, and Greek? They sing of the history of a fair land, of the birth and growth of 48 varicolored patches on the United States map. They sing of New England, of Pilgrims and Puritans, of freedom of worship—each man to his own religion (of course, if it be Puritan). They sing of the Mayflower Compact ("all agree to abide by the majority"), of the seed planted in Calvinistic theocracy but kept unwarmed and unwatered by a religious aristocracy, of John Winthrop ("democracy, the meanest and worst form of rule"), of John Cotton ("God did not ordain democracy as a fit government either for a church or a commonwealth").

They sing, these forty lusty, free, young

voices, of the liberty of protest, of the seed of liberty carried into Rhode Island, of Roger Williams (the foundation of all civil power lies in the people) (God requireth not a uniformity of religion to be enacted and enforced in any civil state; which enforced uniformity is the greatest occasion of civil war, ravishing of conscience, persecution of Christ in His servants, and of the hypocrisy and destruction of millions of souls).

They sing, these forty lusty, free, young voices, of the Virginia colony—soil from which sprung many of America's great, of the House of Burgesses, representative assembly.

They sing of Puritans fleeing to Catholic Maryland, of Lord Baltimore and the Carrolls of Carrollton.

#### Freedom of Speech

They sing of the gradual growth of the seed into freedom of speech, of worship, of assembly, and the setting up of the common

\*Nazareth Convent, Rochester, N. Y.

good as the goal of human endeavor. They sing of the bursting of the seed, the Revolutionary War, of Patrick Henry ("Give me liberty or give me death"), of Nathan Hale ("I regret I have but one life to give to my country"), of Thomas Jefferson and the Declaration of Independence, of George Washington and all the glorious cortège of lovers of freedom whose personal ideas were the stock to which the various ingredients which combine to make the unique American-liberty brew have been added.

#### Freedom for Slaves

They sing of the scattering of the seed over the mountains and into the South, of the pushing out of the unruly weed, slavery (All men are born equal . . . certain inalienable rights — life, liberty, and the pursuit of happiness).

In their song is the music of the frontier, wild, masculine convention-breaking music. They sing of the pioneers fear-free, searching for free homes on free soil in the Promised Land of the American West. They sing of the hordes of immigrants seeking new liberties, casting their ideologies into the melting pot — going in many, yet emerging one. They sing of Woodrow Wilson, of making the world safe for democracy. They sing of the flowering of the seed into distinctly American forms of thought.

#### Freedom of Religion

They sing, these forty lusty, free, young voices, of religion's liberty in America. (Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof. — First Amendment.) They sing of Catholics going to Mass on Sundays and holydays of obligation, of restaurants offering fish menus on Fridays, of holydays recognized as holidays by the State Board of Regents, of public school pupils invading the sacredness of parochial school halls and classrooms for religious instruction during "leased time," of the American flags waving gloriously over schools surmounted by the cross of Christ, of Father O'Grady and his confreres, Catholic chaplains, training side by side with the Reverend Mr. Appleby, Unitarian, and Rabbi Silverstein. They sing of the 57 and more varieties of white coifed book-laden ladies with the entangling skirts one meets hopping on buses Saturday mornings and attending Pan-American lectures on Mondays at 4:00. They sing of Protestants, all kinds of them, as multiple as the brands of Beechnut products on Yankee grocery shelves, of Seven Day Adventists shivering up a hill in flimsy night shirts to await the blast of Gabriel's trumpet, of Christian Scientists thinking the itch out of mosquito bites, of Mormons making a semi-Paradise of arid Utah wastes, of Baptists discovering the wetness of water in baptismal pools, of Holy Rollers "catching the spirit" and rolling in ecstasies of religious fervor, of Billy Sunday making religion acrobatic, of tent revivals and séances, of the "Free Thinkers of America" writing letters to the editor be-

wailing the liberties given to Catholics who abuse them by making church halls into gambling dens in the name of Bingo.

#### Freedom in Education

They sing of liberty in American education, these forty lusty, free, young American voices, of little red schoolhouses, of Daniel Boone Public School No. 23, of the new centralized district school in the town of Rye, of the incomparable parochial schools in the diocese of Rochester! They sing of self-expression and socialized recitations, of the metamorphosis of screwed-down desks to homey little chairs with wide arms that can be drawn into a cozy little circle about a teacher who understands child psychology, I.Q.'s, Simon Benet's, and Kuhmann Anderson's, and who doesn't believe in confining facts to little pigeonholes in little brains by drill, but rather sets them to rolling freely — out entirely if they will. They sing, these lusty, young voices of social studies, unit systems, supervisors, visual education, Parent-Teacher Associations, degrees in education, standardized tests and correlation. They sing of a great chain of libraries encircling and crisscrossing our land — free libraries overflowing with treasures — *Ten Greek Plays*, Aristotle's *Poetics*, Dante, *Winnie the Pooh*, the works of George Bernard Shaw, Father Feeney, and Walter Winchell — each volume the free expression of a free mind. They sing of America's art galleries where in the room next door to the Corregio display one might find the display of modernistic art.

#### Freedom From Want

They sing, these forty lusty, free, young American voices, of liberty in the American diet — of pigs in blankets, hamburgers, barbecues, vitamized yeast, cheese tidbits, sundaes and sodas, of sauerkraut and wiener, Dagwood sandwiches, buffet lunches, and potato chips! They sing of Coca-cola, the great American stomach wash, of American cereals — Farina, Grape Nuts, Rice Krispies, and Kix, of Pop-Eye's muscle maker, spinach, and coffees good to the last drop. They sing of chocolate bars — O'Henry, Babe Ruth, etc.

#### Freedom From Restraint

They sing, these forty lusty, free, young American voices, of American liberty in dress, of women in masculine attire, of raccoon

#### ALLEViate POVERTY

We must accept the fact of poverty, as "The poor you have always with you," but we must not accept it complacently. We must struggle constantly to alleviate it. We must never be unmindful of Catholic economic attitudes — not state socialism, rampant capitalism, or communism; but distributivism to insure as much as possible for as many as possible. The goods of the earth must be made accessible to all. — Rev. Daniel A. Lord, S.J.

coats, spun-glass evening gowns, cork soles, polo shirts, zoot suits, house coats, and ankle socks. They sing of hats — ladies' hats taking their inspiration from the cuckoo and grandfather's clock, the propeller of a streamlined plane, or the watering can in papa's garden. They sing of synthetic silks, glamorizing trims, and dresses that give you that expensive look, of Sanforized textiles and preshrunk slacks, of dream-enticing pajamas and reversible coats.

They sing, these forty lusty, free, young American voices of liberty in American speech, of the intricacies of slang. For example, who but an American born and bred could distinguish the fine points of difference between a jerk, a dope, or a stoop? Doesn't "I'll let him have it" sound like a highly philanthropic outburst? or "That's right down my alley" sound as if it deserved its literal meaning? They sing of broad Boston a's, of slow southern drawls, of western nasals, and of hard Yankee twangs.

#### Democracy's Failures

They sing, these forty lusty, free, young American voices, of democracy's failures, of depression years, exploited soils, barren forest lands, long bread lines, high percentages of juvenile delinquency, crime waves, and Public Enemy No. 1. They sing of disappearing family life, and of immoral press and film.

They sing, these forty lusty, free, young American voices, of a sword of sorrow slowly turning in a free land's heart, of dry-eyed mothers ("Good-by, son, be a good soldier"), of lads donning khaki ("Good-by, mother, we'll fix things up"), of white uniformed girls marked with a red cross, disappearing in the smoke of battle ("I want to do my part"). They sing of precious dimes clutched in moist little palms ("Please, sir, I want a war stamp"), of piles of scrap on street curbs, of sugarless cups of coffee and meatless days.

They sing, these forty lusty, free, young American voices, of liberty to hope the hope buried beneath the sorrow in a free land's heart, hope of the tomorrow that will bring returned liberties — freedom from fear, from shadows of foreign birds of prey, freedom born of security, freedom to live a normal life in a peaceful free land.

#### Sing of the Tasks to Be Done

Sing on, lusty, young American voices. Sing the spirit of America — the spirit of its past, the spirit of its future. Swell the praise of democracy. But — little hearts and minds who give words to the voice — go beyond the song to the very heart and soul of our country. Realize its greatness. Face its shortcomings. Analyze its needs. America is young as you are young. Help it grow. Don't take your citizenship for granted.

Are we really democratic or do we merely boast that we are? Are American religion, science, art, philosophy, literature, and education really democratic? These are your problems because they are American problems. As you work them out, so will America work them out. It is my privilege to guide you.

## Cheerfulness in the School

Brother Christian Francis, F.S.C.\*

**M**AN, being made to be happy, has a natural inclination for those things that give him the joy he seeks by instinct. That fact explains why he who knows how to speak well, to joke and to be gay, becomes the life of a party or the center of a gathering.

The same is true for pupils. They are attracted by the gaiety and bright air of joviality that hovers about their teacher; they become truly attached to him and seek his company, because they know they will find cheer in being with him. This is all important in the work of education, for if a teacher can win the hearts of his pupils, he is in a position to help them more effectively, as cheerfulness, by making him a magnet, offers him the opportunity to do good.

### Personality Decides

The attraction or—as might be the case with a moody teacher—the repulsion of the pupils by the personality of their teacher leads many high school and college students to elect their subjects according to the professor who is going to teach them more than according to their own needs. "Is Mr. A going to teach geometry this year? Then I am going to take Latin, because Mr. A is the grouchiest old man I've ever seen. I hate Latin, but Mr. B knows how to be interesting and lively, and he makes things so easy!"

This is just an example of how attitudes toward study are influenced by the personality of the teacher. Let him be lively, let him know how to smile, how to crack a joke at the right time, how to put enthusiasm into his lessons, and his pupils will come to like, not only him, but also the subject he teaches. If the subject attracts them because it has life and interest, they will be inclined to work hard at it and may even specialize in it later on. The cheerfulness of the teacher in class has much to do, in my estimation, with the attitude of the pupils toward their work.

This is not all, for the mood of the teacher exercises a great influence on the class. Just as joy communicates itself through sympathy, so also do moodiness and depression transmit themselves from teacher to pupils. If for some reason the teacher is not feeling very cheerful, it will appear on his face and in his conduct. Let him walk into the class, and the moment his pupils perceive his state of soul, or rather sense it, a kind of weight hovers over every one of them, like a dark cloud on a rainy day. Everyone feels an uncomfortable silence, a certain uneasiness, a drop in the intensity of the enthusiasm that may have been brought in from the morning playground activities.

### Enthusiasm Is Contagious

But let the teacher become wrapped up in his explanation so as to forget the cause of

his dejection and grow enthusiastic about his lesson: a faint smile suggests itself, then broadens into a genuine grin and the tension is relieved, the weight lifts, vigor returns, and interest and attention are aroused. Notice the variation in the mood of the class with that of the teacher. No doubt, we all have experienced this response of the class to a change from heaviness to a lighter cheerfulness, and I do not think that experience to be uncommon. For good lessons, the cheerfulness of the teacher is, then, a point not to be slighted as unimportant; if the teacher is cheerful, the pupils are more interested, active, and alert, they like to learn and they do learn.

The following lines that were heard quoted by a priest show in a striking and novel way how the teacher can brighten up his class by his own cheerfulness, just as a row of candles begin to glow because one little taper passed to all of them:

"Smile a while and, as you smile, another smiles;  
Then there are miles and miles of smiles  
and smiles,  
And life's worth living because you smiled."

The same thought is contained in this clever aphorism: "Laugh and the world laughs with you." In our case, the world of the teacher is his classroom; so, laugh, teacher, and your class will laugh with you!

The role of cheerfulness with regard to the pupils has been pretty accurately stated by Brother Auguste Hubert, F.S.C., in the following personal note: "If I do not want my pupils to seek relaxation in dissipation, I must offer it to them by the joy of work. *If my class is cheerful, fatigue will be much lessened.*" It is evident that, in a cheerful class, lessons are followed with less fatigue and the pupils are thereby rendered more capable of sustained effort.

### Cheerfulness Encourages Work

Another role of cheerfulness in class is to make the pupils work harder. Hard work, in turn, helps the pupils to understand the lesson and to acquire knowledge. Now, there is an inherent joy in the acquisition of knowledge, and pupils experience it as much as older people do, since they, too, have a curiosity that can be satisfied. The joy of discovery is a real incentive to students; it makes them try harder to learn; it is the spice of study, just as condiments are the spice of food.

Above all, cheerfulness can help prevent failure from downing the fighting student. If the student who fails can keep on the bright side of the situation, smile back at defeat and keep plugging, there is certainty of his getting ahead soon or later. On the contrary, if gloom alone attends a difficulty, there is danger that the scholar will not have the

courage to react and keep on fighting. It is, therefore, an important psychological process to keep pupils cheerful, if we want them to learn to get up from defeat more determined than before. If students are in the habit of being morose, they will lack the stamina to stand up again and try once more to meet the obstacle, being content to brood over it and convince themselves that they are defeated.

Cheerfulness also makes attention and interest more intensive, and since the rate of learning varies with this intensity, the presence of cheerfulness makes progress more rapid. Children look for relaxation if it is not given them as it should; but then, it is not only they who do not work, but their companions as well. On the other hand, this seeking for other occupations is a mark of a lack of interest in the present exercise and should serve as a warning to the teacher. Where there is no attention, there is no progress. A cheerful atmosphere during the lesson will help captivate attention, lessen distraction, and speed advancement.

### A Cheerful Room

A cheerful environment complements the action of a cheerful teacher. The room where the pupils work has an influence on the quality of the studying they do. For, just as a stuffy atmosphere brings us a headache, and a supply of fresh air invigorates us, so, too, the classroom which is disorderly, unornamented, unkept, gloomy, and forbidding repels pupils and makes them feel careless about their work. On the contrary, a clean, orderly room, decorated with some pictures or drawings in keeping with the season or the holiday, makes a class gay and gives the pupils an atmosphere of cheerfulness, orderliness, diligence, and contentment. It goes a long way in making the school loved.

Finally, on the playground cheerfulness is not less of an asset than in the classroom. Here cheerfulness springs mainly from the contact, the expansion of energy, and the freedom that reigns. Men naturally seek company, and children are no exception. When they are with others who have the same interests and with whom they play agreeable games, they are satisfied and profit much more by their recreations. That is why the boy who is running about during recess, who plays with anyone and everyone is the gayest of those on the playground, while the boy who associates only with a chosen few and is found in exclusive, close conversation with them is rarely seen to be the happiest pupil on the playground. He relaxes little from the tension of the classroom and returns to his studies little refreshed. Cheerfulness in itself is a relaxation; without it, even the refreshment of recreation is diminished.

Cheerful teachers, cheerful classrooms, and cheerful playgrounds make for better work and healthier contentment; a cheerful environment lessens fatigue and creates a general feeling of satisfaction with self and others. Every educational institution should cultivate cheerfulness as a most precious asset.

\*De La Salle Normal School, Lafayette, Louisiana.

## Choral Reading

Sister M. Emeric, O.S.B.\*

AS AN organized activity, choral reading began with the early Greek drama about 500 B.C. The Greeks were familiar with the idea of using a chorus to heighten the effect or to accompany the unfolding of a story in drama. Choral odes formed a part of the ceremonials honoring Dionysius, the Greek god of vintage. Later, medieval Europe perpetuated choric rhythms through its minstrels, troubadours, and minnesingers. Throughout the various European countries, a unity of expression was especially desirable, and choral speaking made up its continental counterpart. The Passion Play of Oberammergau has always used the speaking chorus as well as the singing chorus, in much the same way as the early Greeks used it. Likewise, the early American Indians expressed themselves in tribal chants. The beating of tom-toms and a graceful bodily rhythm accompanied this vocal expression to the Great Spirit. The tribal ceremonies in the Wisconsin Dells and in various western reservations bear definite traces of this same choral expression.

### An Ancient Art

Thus we might say that choral verse speaking is as ancient as the Greek drama of 500 B.C. and as modern as the Glasgow Musical Festival of 1922. It was there that the revival of organized choral expression took place when Miss Marjorie Gullan<sup>1</sup> trained a group of speakers in Greek drama choruses for a poetry-speaking contest. The committee of the Glasgow Musical Festival were so enthusiastic over the results of Miss Gullan's work that they immediately placed poetry speaking side by side with music in their course of study. It was John Masefield<sup>2</sup> who quaintly applied the terms "verse speaking" and "choral speaking" to the revived art of choric reading after he heard Miss Gullan's speech choirs of Scotland. From Scotland the art of choral speaking spread to England, Canada, South Africa, Australia, and Ireland. During the past few years, great interest has been taken in this subject throughout the United States also. Teachers' colleges and high schools have formed many choirs under the direction of an English professor or a speech teacher.

### Teach Yourself First

A good director of a speech choir must be well trained and qualified. It is impossible to conduct a verse-speaking group effectually if the conductor is found lacking in the ability to improve his own speech as well as that of others, or if he is unable to perceive simple rhythm. An accurate sense of rhythm is indispensable in order to avoid monotonous speaking. A love and understanding of the various types, periods, and history of poetry is of immeasurable value to the choir conductor. In other words, he needs a broad English background. His knowledge of the fundamentals of speech must be complete.

\*Sacred Heart School, Sauk Rapids, Minn.

<sup>1</sup>Miss Gullan is the conductor of the London Verse Speaking Choir.

<sup>2</sup>England's poet laureate.

His vital concern is mainly to develop a sense of rhythm, flexibility of tone, breath control, crispness and agility of speech, and above all, to learn to make swift and sensitive reaction to the meaning and mood of the words spoken.<sup>3</sup> Of the verse-speaking conductor Miss Gullan says, "Speaking of this kind may be brought to a fine art, but the conductor must study it from every point of view before embarking upon anything so difficult. This is highly trained and specialized work and should never be undertaken except by an expert who has had some training in dramatic work."<sup>4</sup>

### A Real Job

Pleasing rendition of literature depends almost entirely on the enthusiasm of the director. He should study the material thoroughly and have worked out his own interpretation before presenting it to his choir. He must be able to help his choir members to feel sensitively and deeply, to think and speak sincerely and intelligently, and thus avoid the false elocutionary effects which will kill all the efforts of any verse-speaking choir.<sup>5</sup> The teacher must be intensely interested, because by playing, acting, feeling, living verse, speakers and listeners realize in an unusual degree the rhythm, power, and meaning of poetry. Their appreciation of poetic forms and ideas is aroused; their imaginations are animated.<sup>6</sup>

### Choice of Material

With the capacity of his students in mind, the teacher should choose material that suits the emotional maturity of the group. It is wise to begin with poetry that has a traditional basis. Examples of this type are ballads with refrains, choruses from Greek drama, and passages from the Old Testament. Discrimination must be used in the choice of lyrics; some lyrics are not suitable for unison speaking. The director will do well to choose poems that denote a general rather than an individual point of view, and some selections that have a meaning which is straightforward and reasonably simple. A sonnet, for example, should never be used for choral speech because it is too personal and individual. In choosing poems for unison speaking, such poems should be sought that have predominating values of melody, rhythm, prevailing emotions, strongly contrasted moods or pictures, or thought and feeling moving to a climax.<sup>7</sup>

### Watch Fine Points

After choosing the material for choral reading, the teacher's next step is to direct the group. Each teacher's method of directing will be different to some extent, but every teacher will realize that the conducting is

<sup>3</sup>Margaret E. DeWitt, *Practical Methods in Choral Speaking* (Boston, 1936), pp. 106-108.

<sup>4</sup>Marjorie Gullan, *The Speech Choir* (New York, 1937), p. 7.

<sup>5</sup>Agnes C. Hamm, *Choral Speaking Technique* (Milwaukee, 1941), p. 7.

<sup>6</sup>Ibid., p. 8.

<sup>7</sup>DeWitt, *op. cit.*, pp. 181, 182.

most effective if it is unobtrusive. Unobtrusive directing will draw the lovely variations from the choir in a fine and subtle way.<sup>8</sup>

The grouping of choir members may add or detract from the general effect of group work. One cannot be dogmatic about the grouping of a choir, but it should be done in such a way that all the members can be seen easily. When the choir is standing on the floor or platform, most directors prefer the wedge-shape arrangement.<sup>9</sup> This makes it easier for the director to see all the faces, and for all to see the director. Some choirs are grouped in a hollow-square formation with the leader facing the choir and the open side of the square.<sup>10</sup> The speakers should be so near to each other that they are able to keep time and tune together and also to think and feel in harmony.<sup>11</sup> A choir may be arranged in informal groups, and if books are being used, the members may even be seated. In dramatic work, the chorus may form a line across the back of the stage while the solo actors perform at the front.<sup>12</sup>

### Horrible Examples

There are many dangers which beset poorly conducted verse-speaking choirs. There are four which are very prevalent ones. Perhaps the worst is the dull choir. It may be due to a lack of understanding and interpretation with no power of color, life, or movement in the speaking. Another danger is giving sound at the expense of sense. A "sing-song" recitation results, and it is the director's job to cure it by teaching proper rhythmic values. The metric stress does not always fall exactly on the words that we naturally stress for sense. The true rhythm of good poetry brings out the meaning when we speak it, for rhythmical structure is concerned deeply with the meaning of the words. Too often students forget that the pulse of the poem should coincide with the meaning. The third danger is that of heavy, labored utterances when the aim of a verse choir should be light, flexible tone and speech. Poems should always be practiced in a very light tone, but with firm and front articulation. Whispering and free use of the front of the mouth will eventually bring strength and vitality as well as lightness and flexibility. There is also the danger of thinking of choral reading as concert recitation of memory gems. It is as different from that as modern rote singing is from the old singing school of loud, louder, loudest voices.<sup>13</sup> The concert recitation was too often a parrotlike repetition of words. There was no attention to voice, breathing, phrasing, or true rhythm. It had no educative principle and no artistic aim. Choral speaking has both.<sup>14</sup>

### A Chance for Expression

The practical value of choral speaking covers a large field. This movement gives individuals an opportunity to express themselves in a new form. Many people are

<sup>8</sup>Mona Swan, *Choral Speech* (Boston, 1934), p. 23. Cf. M. G. Lund, "Choric Speaking," *Scholastic*, XXXVI (April, 1940), pp. 21, 22.

<sup>9</sup>Hamm, *op. cit.*, p. 7.

<sup>10</sup>DeWitt, *op. cit.*, p. 111.

<sup>11</sup>Ibid., p. 113.

<sup>12</sup>Ibid., p. 116.

<sup>13</sup>Dale Carnegie, *Public Speaking* (New York, 1926), p. 137.

<sup>14</sup>Marjorie Gullan, *Spoken Poetry* (London, 1926), p. 91.

denied adequate speech expression because of a nameless fear of expressing themselves vocally. An individual is often misjudged as soon as he speaks because he fails to give worthy utterance to his thoughts. Few persons have the logic or vocal control to become public speakers, even though they have ideas to present. In a verse-speaking choir none of these limitations is serious. Anyone who is not tone deaf may have an opportunity through this revived art for satisfying an enjoyable vocal self-expression, and at the same time make a valuable social contribution.

### Speech and Personality

Research work in the psychology of speech and personality has led to the conclusion that the development of one's personality depends to a large extent on the development of one's speech. Doctor Lee Travis of the University of Iowa makes this statement: "The speech of an individual is an important index of the grade of mentality he possesses. To the extent that they may be considered evidences of the same process, speech and intelligence are directly related to each other. . . . Naturally, cultivated refinement in sentence structure, stylistic expression, poise in bearing, self-confidence, and self-control will result as a part of speech development."<sup>15</sup>

### Mastering English

A special value of this work in the United States has been the enabling of many teachers to inspire children to great efforts toward the mastery of their mother tongue. Choral speaking has been no small factor in inspiring American children with an attitude of respect, loyalty, and reverence toward our beautiful English language. Both children and adults have become conscious and sensitive about an American speech that is pleasing and agreeable, rather than harsh or strident. A sense of correctness in speaking becomes the inevitable result because diction, which includes distinct pronunciation, articulation, and enunciation, has become second nature. Those who take part in speech choirs have shown a great increase in vocabulary and in ability to phrase gracefully. They are introduced to poetry in a new and fascinating way. They not only learn to understand what they read, but they also learn to interpret what they read, thus making it a part of their lives. As the members of speech choirs continue in this work, their background of English and American poetry becomes rich.<sup>16</sup>

### An Enjoyable Art

Besides being practical, choral reading offers enjoyment. Experience with verse-speaking choirs is proving that the sincere and the artistic voicing of poetry is doing much to stimulate further acquaintance, enjoyment, and appreciation of worth-while literature. Likewise, choral speech is restoring poetry to its rightful place. Since the Glasgow Musical Festival of 1922, many poems have been discovered in both the English and American field of literature. It is of great importance that American men, women, and children should be well acquainted with traditional and modern poetry. Choral reading affords an excellent and pleasant study of the speaking

of our finest poetry which is making such a valuable contribution to the world. Our poetry is the expression of an amazing variety of experiences that perhaps choral reading alone can furnish.<sup>17</sup>

Among the best authorities on choral speaking is Dr. Bottomley,<sup>18</sup> an English poet, who expresses his decidedly favorable opinion of it in speaking of its results as follows: "A body of lovely tone is attained that cannot be attained in any other way; expressiveness is enhanced, carrying powers and intelligibility are ever magnified, and the native rhythms of the poem make their effect in a way that they cannot do otherwise."<sup>19</sup>

<sup>15</sup>DeWitt, *op. cit.*, p. 122.

<sup>16</sup>Dr. Bottomley wrote choric dramas in his book called *Scenes and Plays* (New York: Macmillan Co.).

<sup>17</sup>DeWitt, *op. cit.*, pp. 177, 178.

### Bibliography

Abney, Louise, *Choral Speaking* (Boston: Expression Publishers, 1937).

Carnegie, Dale, *Public Speaking* (New York: W. W. Norton, 1926).

"Choral Societies," *Americana*, VI, 1923, 591-592.

Craig, A. E., *The Speech Arts* (New York: Macmillan, 1936).

DeWitt, Margaret E., *Practical Methods in Choral Speaking* (Boston: Expression Publishers, 1936).

Gullan, Marjorie, *Choral Speaking* (Boston: Expression Publishers, 1931).

Gullan, Marjorie, *The Speech Choir* (New York: Harper, 1937).

Hamm, Agnes C., *Choral Speaking* (Milwaukee: Tower Press, 1941).

Lund, M. G., "Choric Speaking," *Scholastic*, XXVII (April, 1940).

Swann, Mona, *Choral Speech* (Boston: Expression Publishers, 1934).

## Results of the Dialog Mass

Sister Rosalie, S.S.J.\*

### The Idea

NEW lamps for old! New light for darkness! New love for old weariness! New interest on the part of Mass goers in exchange for the lassitude of the past! All this the Dialog Mass can give.

There is perhaps no group of people in the country more thoroughly in accord with the mind of the Church in matters liturgical than the teaching Sisters of the United States. One does not need the eloquence of oratory or the persuasion of rhetoric to convince them of the beauty and the "rightness" of the Missa Recitata or Dialog Mass. They have heard such a Mass — nay, participated in it — in a hundred convent chapels; they have wistfully dreamed of it for the people of their own parish church; they have read of its being successfully introduced in other places; but they have faltered timidly before the task of attempting it themselves.

### The Difficulties

Are there difficulties? Yes, poor, tired, over-worked, harassed Sister Timida, there are. You can count them off on your fingers like the Ten Commandments: "The Pastor doesn't favor it; the Sunday Masses must be timed to meet a schedule; nobody knows the Latin; I can't pay for missals; I have no contact with any parish group except the school children!" There, we have it at last! The school children! Let us ignore all the difficulties and turn to the school children. All the difficulties will resolve themselves into thin air in the wake of the school children. After all, dear long-suffering God, it is "*Ex ore infantium et lacientium perfecisti laudem tuam.*"

### The Plan

You teach, shall we say, dear Sister Timida, the seventh or eighth grade? There is in your school, doubtless, a children's choir? Boys or girls? Both, you say? Good! And there is, of necessity, a squad of altar boys? Trained in their responses by yourself, you admit? Excellent! The thing is done. You have your Dialog Mass! Now, how to go about it? Well, in the first place, you need but culti-

vate the acquaintance of Professor Melodio or Sister Cantata who conducts the children's choir, and beg for a part of the rehearsal time on one or two occasions. Then bring in your older and more efficient altar boys. There is now only the necessity of getting the work to synchronize. You have not one new word to teach, with the exception of the *Domine, non sum dignus.*

Perhaps a goodly number of these altar boys and choir girls belong in your own classroom. If so, you can surely spare a few moments of your religion period to let the voice of the Church speak to the children in the sublime words of the Mass. With the enthusiasm that, I know, glows in your own eyes, joined to the strange eagerness of young children to learn something that is suggested as being beyond them, the Latin will present less difficulty than the casual Catholic would believe. Then, too, our children have a familiarity with the language of the Mass that has grown with their growth; it is a part of their royal heritage as children of God. In a few weeks (shall I say?) most of your class will know all the responses.

Is there now the matter of missals? The Liturgical Press at Collegeville, Minn., presents *Offeramus*, a Mass book which contains the Ordinary in English and Latin. It is marked for group recitation. The price is 12 cents per copy, and there is a 20 per cent discount offered on orders of 12 to 300 copies. The children of your class should not find this too much to pay. Now is all in readiness? The children know their responses, with perhaps more vociferous energy displayed on the part of the altar boys for the prayers at the foot of the altar, and more conscious declamation on the part of the choir girls at the Gloria and Credo. But, all in all, it does very well.

Now, there is the little matter of the pastor. The dear, old, silver-haired pastor has doubtless been deprived in his seminary days of the seraphic enjoyment granted to seminarians today, of constant participation in a Dialog Mass. He may indeed offer objections. I think the most common one is his fear that the Mass may last too long. Demonstration will go farther than argument. Plead for the Saturday Mass at eight o'clock. It can incon-

<sup>15</sup>L. E. Travis, *Speech Pathology* (New York, 1939), pp. 101, 102.

<sup>16</sup>Louise Abney, *Choral Speaking* (Boston, 1937), p. 10.

\*Nazareth Convent, Pittsford, N. Y.

venience no one unless an inconvenient wedding or funeral should interfere. If the pastor himself does not care to say this Mass, there is the young assistant for whom the radiant glory of ordination day is still shining and new.

Let your class occupy the front seats, flanked on each side by all available choir girls and altar boys. I know, dear Sister, that all will be well. Those children will surprise even you. And, meanwhile, perhaps the dear old pastor is fussing about in the back of the church, apparently saying his office. Ostensibly, his purpose is to time the Mass, and to his surprise, he finds it only two or three minutes longer than usual. But, quite unconsciously, the thing has swept over his soul. Now he understands. Your battle, little Sister Timida, is won. Will those children need urging to receive Holy Communion at that Mass? You know they won't. You know, and they know as they leave that church, that they are the storm troopers of God, the King's own guard.

And do you think the eighth grade will rest, now that your seventh has accomplished this thing? To what a barrage of entreaty will those eighth-grade altar boys and choir girls subject their helpless teacher! Will they be forever content to flank your storm troopers? No, they, too, long to lead the royal army, to don the shining armor of the King. Within a few weeks there will be a Missa Recitata by the eighth grade.

O brave Sister Timida, you are the pioneer! You have blazed the trail! You have lighted the new lamp of active cooperation in the Mass to replace the old dull lamp of mere spectatorship. Let that year go on with monthly Dialog Masses, participated in by the seventh and eighth grades alternately. And the next year you can widen your campaign. There is now your class in the seventh grade learning the Missa Recitata for the first time. (Your burden to teach it year by year, dear Sister Timida. O precious burden!) There is one class now in high school, and one class now in the eighth grade, that can take part in the Mass. Your great moment has come! Ask the pastor now for a Dialog Mass on Sunday. Scatter your high school troopers among the congregation. Keep your own royal guard near the altar. Let this glorious fire spread through the whole parish. Will the pastor hesitate now to order copies of *Offeramus* for the adults? You know he won't.

Dear, brave, little Sister Timida, you have cast fire on the earth, and what do you wish but that it should be kindled? From your parish to the next one, on through the countryside, until all across this land of ours there shall go up to God a chorus of praise. *"Juvenes et virgines: senes cum iunioribus laudent nomen Domini."*

#### The Proof

That this plan may not appear merely visionary, but that its success can be substantiated by evidence from other parts of the country, I append the following list of churches in Chicago where a Children's Dialog Mass is in constant use.

St. Aloysius: Sundays and weekdays; children and adults

St. Augustine: Sundays; children's Mass

St. Francis Xavier: Sundays; children's Mass

St. Joseph (Waukegan): Sundays; children's Mass and whenever children attend in a body

St. Juliana: Sundays; children's Mass

St. Malachy: Sundays; children's Mass

St. Mel: Sundays; children's Mass

Our Lady of Sorrows: Sundays; children's Mass

St. Richard: Sundays; children's Mass

St. Symphorosa: Sundays; children's Mass

#### The Dream Came True

One weekday morning I happened into Corpus Christi Church in our own city of Rochester. There, near the altar rail, was a

group of eighth-grade children. They were participating in a Dialog Mass. They wore their school clothes. There were a few stray people in the church. No blowing of bugles! No fanfare! But the new lamp had been lighted. This Mass was just a part of the day's work. O, blessed part of a blessed day! This is the apex, the dream come true! Christ, at last, so much a part of life that together the children of earth kneel, together join their prayer with His great prayer, together, strong in His strength, go out to win the world for Him!

*"Haec est generatio quaerentium Eum, quaerentium faciem Dei Jacob."*

## Sisters Can Teach Mechanical Drawing

Sister M. Georgiana, O.S.F.\*

DURING the present emergency many new textbooks in mathematics, physics, radio, and allied subjects have appeared. These subjects are needed for the war effort, and should be given all possible consideration. Another subject which contributes much to the war effort and to our economic life has not been as widely publicized. This subject is mechanical drawing.

That mechanical drawing, as taught in our high school, has aided the war effort is proved by letters to the principal from former students now enrolled in the Army and Navy specialized training programs. The writers mention the help that mechanical drawing has given them in comprehending higher mathematics, especially descriptive geometry. We know that our course in mechanical drawing has aided our pupils in various engineering courses.

There is always a demand not only for draftsmen but also for workers who can read blueprints. Certainly one need not be a

draftsman to be able to read blueprints; but, since blueprints are a language written by the draftsman to be read by the mechanic, it follows that a knowledge of mechanical drawing is an ideal background for ability to interpret blueprints. If one can draw plans, he can read blueprints, but not vice versa.

Our high school has offered first- and second-year mechanical drawing for the past three years, and we hope later to extend the course to four years. The subject appeals to boys as do few other studies. And when a boy is interested, he can accomplish wonders.

While most boys' high schools offer mechanical drawing, schools conducted by Sisters shy away from the subject because some of our Sisters are afraid to undertake the classes. A few courses in summer school will give a teacher sufficient background for teaching mechanical drawing. And valuable aid can be obtained from draftsmen employed in industrial plants. Fathers and brothers of the pupils are often competent and willing to help prepare the Sisters for any new undertaking.

\*York Catholic High School, York, Pa.



Mechanical Drawing at York Catholic High School.

# The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

## Advisory Committee

BROTHER AZARIAS, F.S.C., La Salle College, Philadelphia, Pa.  
 DOM MATTHEW BRITT, O.S.B., St. Martin's Abbey, Lacey, Washington.  
 FRANCIS M. CROWLEY, PH.D., Dean, School of Education, Fordham University, New York, N. Y.  
 REV. GEORGE A. DEGLMAN, S.J., Rockhurst College, Kansas City, Mo.  
 BROTHER DENIS EDWARD, F.S.C., PH.D., LL.D., Supervisor of Schools, Normal Institute, Ammendale, Md.  
 BROTHER EUGENE, O.S.F., LITT.D., Principal, St. Francis Xavier's School, Brooklyn, N. Y.  
 REV. EDMUND J. GOEBEL, PH.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.  
 VERY REV. KILIAN J. HENNICH, O.F.M.CAP., M.A., Director-General, Catholic Boys Brigade of U. S., New York, N. Y.  
 RT. REV. MSGR. GEORGE JOHNSON, PH.D., School of Education, Catholic University of America, Washington, D. C.  
 VERY REV. MSGR. WILLIAM R. KELLY, PH.D., LL.D., Superintendent of Schools, Archdiocese of New York, New York, N. Y.  
 REV. FELIX M. KIRSCH, O.F.M.CAP., PH.D., LITT.D., Department of Education, Catholic University of America, Washington, D. C.  
 BROTHER EUGENE PAULIN, S.M., PH.D., Community Inspector, Society of Mary, Kirkwood, Mo.  
 RT. REV. MSGR. RICHARD J. QUINLAN, S.T.L., Winthrop, Mass.  
 REV. AUSTIN G. SCHMIDT, S.J., PH.D., Professor of Education, Loyola University, Chicago, Ill.  
 RT. REV. MSGR. J. M. WOLFE, S.T.D., PH.D., Superintendent of Diocesan Schools, Dubuque, Iowa.

## COEDUCATION IN CATHOLIC EDUCATION AND IN RUSSIA

The Catholic position on coeducation was stated by Pope Pius XI in his Encyclical on the Christian Education of Youth:

"False also and harmful to Christian education is the so-called method of 'co-education.' This, too, by many of its supporters, is founded upon naturalism and the denial of original sin: but by all, upon a deplorable confusion of ideas that mistakes a leveling promiscuity and equality, for the legitimate association of the sexes. . . . These principles, with due regard to time and place, must in accordance with Christian prudence, be applied to all schools, particularly in the most delicate and decisive period of formation, that, namely, of adolescence."

There has been a progressive deterioration of the Catholic position on this subject in this country. It was interesting to watch some of the Catholic educators make the flop, not always too graciously. Undoubtedly economic considerations, a better utilization of classrooms and of teachers, was at the bottom of the change, or even an accommodation to a general practice of American education.

What is our amazement when we find the new Russia confirming now the Catholic position not only in theory but in prac-

tice and with that understanding realism that seems to be at the basis of the Russian heroic and victorious struggle against the armies and ideology of Fascism? Nadeyda Parfesova, chief of the administration of elementary and high schools under the Peoples' Commissariat of Education of the RSFSR, discusses the problem of co-education under the title "Separate Education for Boys and Girls in High Schools of Large Cities." He discusses the decree of July 16, 1943, which introduced separate education for boys and girls in the high schools of large cities. Beside any practical or pedagogical reasons, "it was the idea," he says, "of granting women equal rights with men in matters of education that dominated all their considerations." In short, the reason was political in character and was to offset the social practices and ideas of pre-Revolutionary Russia. The decree of May, 1918, introducing coeducation in the elementary and high schools was part of the political reaction against Czarist Russia. "In this way," says Parfesova, "the Soviet government proved that it indeed stood for equal rights for women." And, by the experience of more than 20 years, our author says, "Thus the main problem which the introduction of a coeducational system was intended to solve — realization of the equality of the sexes — has been solved."

In 1940, the Peoples' Commissariat proposed the separate schools but more pressing events challenging civilization itself were imminent. Tests were made in 1942-43 in Moscow's schools from the fifth to the tenth grade, and the result was "a higher level of military and physical training, a better order of school life and better discipline. More fully," Nadeyda Parfesova says:

"In addition, practice has shown that with separate education for the tremendous masses of pupils in the high school it is easier to take into consideration the physical peculiarities and physical development of boys and girls. Considering the tendencies and physical abilities of the children of both sexes, as well as the practical need for boys and girls to receive corresponding working habits for their future life and work, it becomes necessary to use different approaches in selecting the kind of work for them, a thing which does not work out in practice under a coeducational system. With the introduction of a separate system of education these shortcomings will be eliminated."

And with good practical sense, which applies to our own situation, the article we are quoting concludes: "The reform applies only to the high schools in large cities where it is possible to organize separate schools for boys and girls. In small towns and rural localities the coeducational system in the high school will remain."

This article throws light on our own historical development. We started with education largely a business for males. The

women's movement gained momentum during the nineteenth century and, as a demonstration of the capacity, they took the men's education — an education that, someone has remarked, was not a good education for men — and showed they "could take it," as the Army says it. This special social movement together with democracy used as a shibboleth, with a little economics thrown in — for one school building could be built cheaper than two — explained our giving up separate education. Perhaps after the war, as in Russia now, psychological, pedagogical, and moral consideration will be dominant over political and economic ones, and we may return to separate education at least in the high schools in our larger cities — and Catholic education will return to its Papal moorings. — E. A. F.

## "WARNING ABOUT WAR EDUCATION"

In many ways people will be deceived by the success of war education, particularly as it will be associated with victory. Victory will be a justification for anything that was done in the name of the war effort. One can hear even now: Education won the war. It is the way we have spoken about the greatness of the nation in peacetime, even though a direct relation was not shown.

In any case, war will give the acceleration and condensation processes of wartime education great prestige. But the justification of the processes will not be wisdom but necessity. Undoubtedly in these changes much padding and nonintellectual elements have been eliminated, but much that is pedagogically and socially undesirable has been introduced. The mere fact that a thing was done in wartime is not in itself significant, but all practices and processes will need to be evaluated in term of principles.

Wartime education is interested primarily in skills and practical achievements. Its great objective is to be able to do something well. The skill will almost always have to meet the test of use very soon after it is acquired and practice will fix habits. It has, therefore, in itself its own corrective. Intellectually it is interested more in absorption than in reflection. It serves often intellectual pills or capsules for immediate ends. In this way, it corrects a great deal of the verbalism of pre-war education, but it registers no corresponding gains in thought and meaning. In short, one would say that the primary interest of wartime instruction is not education but training.

The change from wartime to peacetime education will be the opportunity to bring with insight the test of principle, moral, pedagogical, and sociological, to the wartime — yes and to the prewar — practices and processes of schooling and education. Are we prepared for it? — E. A. F.

# Practical Aids for the Teacher

## War With Words

Harold J. McAuliffe, S.J.\*

At first sight there seems to be little connection between high school debating and the participation of our country in global war. Military forces are inclined to settle important issues by bombs and bullets whereas high school debaters are rarely found punching their opponents into inglorious silence. Yet this war is breathing new life into an art that in many regions was as dead as the mummies of Egypt. And this is why:

Sports are losing their glamour. The war has forced directors of athletics to schedule games close to home; no more long trips by Podunk, for the duration. The war has made equipment for athletic teams either hard to get or prohibitively expensive. Even coaching personnel is as scarce as Jap victories over the Allies. Some high schools have gone so far as to give up all competition with other schools; they are satisfied with competition inside their own walls and inside their own fences. The intramurals are having their day.

Of course, there is no inherent conflict between sports and debating. The same school may turn out championship athletic teams and championship debating teams. Debaters may be found in the stands yelling their heads off with the same enthusiasm as marks those whose little world revolves around sports; although athletes will rarely attend a debate, they will be glad to hear that the school debating teams have won victories. Occasionally a rare student comes along who finds time for debating and a major or minor sport. Since debating is not a money-maker and doesn't provide as adequate an emo-

tional outlet as sports, there is little comparison in the budgets allotted to the two.

The inexpensive nature of debating is a strong argument in its favor during these times of retrenchment. No costly equipment is needed: the debaters wear no shin guards, elbow guards, headgear, \$12 running shoes; they need no tackling dummies, fancy rub-downs, shower-room facilities. No long trips are essential to an interesting season; debaters can get to their opponents by streetcar or bus. No high-salaried coaches are necessary; any self-sacrificing member of the staff who is not already too burdened with extracurricular activities can teach the students the fundamentals of debating and help them with their cases if he is willing to give a little time to the matter.

Now is the time for all good teachers who esteem debating as a worth-while activity to stimulate the interest of their students. Sports are becoming more intramural and losing their glamour; debating has a chance to become extramural and engage the attention of more students than ever before. Not disdaining moderate athletics, a teacher who is convinced of the value of debating will direct the thoughts of his students to a skill or an art invaluable for later life, a skill that helps them to think on and off their feet, that gives them poise, that trains them in correct speech, that makes them ferret out facts, that gives them the thrill of intellectual competition, the clash of mind against mind, that teaches them how to be good sports, win or lose, that broadens their social horizons, and develops their spiritual faculties. The war is breathing new life into this skill, new life into this art of debating.

\*St. Mary's College, St. Mary's, Kans.

## In Defense of Small Laboratories

Sister M. Genoveva, C.S.C.\*

Recently I heard a teacher remark that she was always embarrassed when she had to say to visitors, "This is the biology room." She felt that there was not enough equipment in it to justify its being so called. Having often worked in similar small laboratories myself, I felt that I must speak in their defense. Of course, for central high schools in which great numbers of students must be accommodated, a large, well-equipped laboratory is a necessity, but we still have many small schools throughout our country, and for them a very little initial equipment is sufficient. If we reduce it to a minimum, the requirements for a small biology laboratory are three: a teacher who is enthusiastic and resourceful, a compound microscope, and a dissecting set.

### MATERIAL IS ABUNDANT

The laboratory itself depends after all on the supply room, and in the case of biology

\*Sacred Heart Academy, Lancaster, Pa.

the latter is inexhaustible since it comprises all nature. Both the large and small laboratories must get their materials either directly or indirectly from this source, and, all too frequently, where money is plentiful, both teacher and student confine their work to the indoor laboratory within four walls instead of using nature's vast storehouse in which they live and move all the time. Everything needed is in the classroom ready for use so there is no thought of looking for it outside, and perhaps little mental association of the specimens with their natural habitat. The modern housewife, who needs only a can opener, rarely pictures to herself the sunlit garden in which her canned vegetables were grown. Not long ago I was pointing out to a college graduate some biological phenomena in our own back yard when she unexpectedly remarked, "I believe biology might be made interesting. I always associated it with the classroom and I hated it."

In my experience I have never found students as enthusiastic in the post-mortem examination of preserved specimens (though this, too, is an important part of the course) as they are in the study of living creatures. These latter can be found in abundance in our outdoor supply room. What I consider one of my most successful ventures in biology teaching came about in a more or less accidental way. One evening in September, shortly before the opening of school, a companion and I had gone for a walk along a country road when, to my great delight, I noticed some milkweeds with a number of Monarch butterfly caterpillars on them, some very small and others almost full grown. Not having anything to put them in, I picked a bouquet of milkweed with the caterpillars on it and carried them home, trying to look unconcerned as we passed people, and at the same time keep my eyes on my bouquet of caterpillars lest any should fall off. I knew exactly where I should put them when I arrived home as I had several ideal cages, or glass palaces, as I liked to call them. One sees them now sometimes in antique shops, holding wax flowers or fruit. I found mine one day on an excursion to the attic. Students of a former generation had used them in their art work. The janitor, with four wooden pegs and some window screen, elevated the glass covers about three inches above the wooden bases so that there would be a free passage of air. The covers could easily be lifted off to clean the cage or put in a fresh supply of food. It may be worth while to mention here for those who haven't experimented with caterpillars that they are very exacting dietitians and will starve rather than eat any plant other than the kind on which they are found. The butterfly or moth lays her eggs on the species of plant on which the larva feeds, and, although there is sometimes a choice of several varieties, it is usually very limited and definite for each kind of larva. I do not think the Monarch larva feeds on anything except milkweed. Students seem to find it hard to believe that caterpillars are so fastidious in their tastes, and, at first, in spite of instructions, will invariably bring in larva without some of the plant on which it was feeding. To keep the food fresh, cover a bottle or glass container with cardboard and insert the stems through a hole in the center. This is important as otherwise the caterpillars are sure to fall into the water.

My milkweed bouquet was arranged in this fashion in the glass palace, and within a few days one of the full-grown caterpillars attached itself, head downward, to the inside of the glass cover. Some hours later I had the unforgettable experience of seeing it change into a green chrysalis with a ring of gold beads near the top, looking for all the world like a beautiful jade-green earring. The next time we thought one of the caterpillars was ready for this change, several members of the household watched patiently until one o'clock in the morning to see this marvelous transformation, and assured me afterward that they felt well repaid for the loss of sleep.

When school opened each student in the

biology class claimed one of the caterpillars as soon as it attached itself to the glass top, and identified it by pasting her name just above it on the outside. The interest became so intense that when a caterpillar was about to change to a chrysalis, or a butterfly to emerge, we sent word to other classes so that they could have an opportunity to witness these breath-taking events.

One of the parochial school teachers asked me to give her a caterpillar for her class to watch. It was promptly named "Michael," and great was the consternation one morning when the glass container was found empty. A few days later when the class finished the noon Angelus, one of the boys, pointing up to the molding, joyfully exclaimed, "Sister, there's Michael." Sure enough, there was Michael suspended in a chrysalis.

### GOD'S MIRACLES

While the interest in these metamorphoses was at its height, I remarked that it seemed to me unfair to compare frivolous people to butterflies as the latter had already passed through many difficulties and had now reached a stage of enjoyment, and that they were better used as symbols of the resurrection. The next morning one of the students handed me the following poem, which was later published in *The Catholic Apostolate*.

### THE BUTTERFLY

At first it was a tiny egg  
From which a caterpillar came  
Who ate and ate so greedily  
I thought it quite a shame.

One day he made his chrysalis  
And hung there, oh, so very still.  
He neither moved nor made a sound;  
Sometimes I thought him dead, until

One bright and sunny summer morn  
He came forth from his hiding place.  
Behold a gorgeous butterfly  
Who flew away with charm and grace.

When he had vanished from my sight  
Another picture came in view;  
I saw the One who died for us  
Who suffered so for me and you.

He, too, once hung upon a tree;  
They put Him in a darkened place;  
He afterward came glorious forth,  
A radiant body, shining face.

Some people call the butterfly  
A frivolous and careless thing;  
To me it is a symbol of  
The Christ, our risen King.

—Ellen McCullough

When I read this, I experienced one of those moments of rare and deep satisfaction which come to every teacher. We framed her poem with some pressed flowers and her specimen of the Monarch butterfly on a background of milkweed silk, as a gift to her mother, and, although this young woman herself is now the mother of two children, she told me recently that she still treasures the framed poem.

A non-Catholic science teacher once said to us, "Oh, when we make a new invention, we think we are something, but not one of

these marvels can compare for an instant with any of the cycles that God has planned in nature." That is the attitude a student can scarcely help acquiring after watching the metamorphosis of a butterfly.

After I had quoted the professor in my class, the same student who had brought in the first poem handed me the following, which I also quote with permission from *The Catholic Apostolate* in which it was later published.

### MEDITATION

How insignificant am I

Compared with God, Almighty One,  
Who guides the countless stars above,  
And wakes the sleeping sun.

When I accomplish some small task,  
Then I become quite vain,  
But, would I, if I stopped to ask,  
"Can I command the rain?"

I cannot even tell a rose  
When it is time to bloom,  
Nor bid a tree to blossom forth  
When it is nearly June.

When I accomplish something great,  
Then I should only say,  
"I'm thankful to my God above  
For helping me today."

### GOD'S GREATER GLORY

The Holy Father chose for the league intention for July, 1943, "Greater Glory to God on the Part of Scientists." Surely the science teacher, though she cannot glorify God by new discoveries, has daily opportunities to glorify Him in the minds of her students by showing them the marvels of His Creation.

### FINDING DESIRED MATERIAL

We said above that the biology supply room is inexhaustible, yet it is possible not to be able to find the material, plentiful though it is. This is particularly true for the inexperienced teacher, in which category we all belong when we begin. Neither will the students at first bring in material. They do not know what to look for. It is a good idea to encourage them by welcoming whatever they bring in, even though you may recoil inwardly at a culture of clothes moths, a snake, a horny toad, or a mason jar filled with angry bees.

Sometimes the teacher is afraid she will be embarrassed by not being able to identify or give information about the specimen brought in. This may be avoided by having an understanding with the students at the beginning of the course. They should be told that science is an experimental subject and that the field of biology is so vast that to make a careful study of the material in a few square feet of an ordinary back yard would require years. To give them an idea of the limitless field of biology call their attention to some facts like the following which the Reverend Francis J. Wenninger, C.S.C., M.S., Ph.D., tells us in an article entitled "The World of the Insects"; "There are forty thousand species of flies; over three hundred kinds of mosquitoes; nearly a thousand kinds of bees; a thousand kinds of

cockroaches; six hundred kinds of grasshoppers; two thousand kinds of ladybirds; and over a hundred and fifty thousand kinds of beetles." This will show the impossibility of recognizing every kind of insect. I use this example because it is usually an insect which the student brings in with the question, "What is it? I thought you would know." If you have previously told the class some facts similar to the above, they will be prepared to hear, "I do not know what it is. Let's see if we can find out." Give the student books with pictures of insects and let him try to identify his specimen. The five-and-ten-cent stores have very good books with pictures and short descriptions of the most common insects, and his intellectual joy will be good to see if he succeeds in finding out for himself. The teacher soon learns to recognize most of the common insects in her vicinity.

### EXPERIENCE NOT ESSENTIAL

A summer school course is often her only preparation for teaching biology, and from it she learns how to use a compound microscope, and how to dissect the specimens listed in the ordinary biology syllabus. She can satisfy the requirements, and her students can probably pass the standard examinations. I was going to say it takes not only a summer school course, but years of experience to make a good biology teacher, but that is only partially true. A beginner who awakens interest in nature, enthusiastically adding to her own store of knowledge, making discoveries along with her students, may be a far better teacher than one who sticks closely year after year to the prescribed course.

My chief argument then in defense of small laboratories is that the very lack of equipment induces both teacher and pupil to search for material at firsthand in nature's supply room. This very search creates an interest in his surroundings that will enable him to live more fully and joyfully all his life. He will realize the truth of Stevenson's couplet: "This world is so full of a number of things, I'm sure we should all be as happy as kings."

### NOT ONLY BIOLOGY

I have confined myself to writing of the biology laboratory, but the same ideas, in modified form, may be applied to other small science laboratories as well. In his delightful work, *The Wonder Book of Chemistry*, Fabre, impersonating Uncle Paul, says to his two nephews, "We will furnish our laboratory, then, little by little, but in a very modest way, I assure you beforehand, as your uncle's resources do not permit luxury. We will have the indispensable, but nothing more. Nor is it altogether a misfortune to be thus forced to use one's wits a little in devising ways and means to make what one has suffice, and in getting along without what one does not have. Our earthen dish borrowed from the kitchen, our old medicine bottles and preserve jars—did they not play their part well? I assure you in all sincerity, we could not have done better if we had had the outfit of a costly laboratory. Why shouldn't we continue our studies in this way, as far as may be? If you ever chance to have access to a real laboratory, and to work in it, my little lads, you will take pleasure in recalling your uncle's poor outfit and in reflecting how little it took to lay the solid foundations of useful knowledge in your minds."

# Teaching Historical Biography

Sister M. Noreen, O.S.F.\*

**EDITOR'S NOTE.** Sister Noreen has made a good analysis of many of the vexing questions that are presented not only in the teaching of historical biography but history generally. The attitude is helpful, practical, constructive. It is a good article to use as a basis of a history departmental meeting in high schools or for a general discussion in teachers' meetings in elementary or high schools.

There are many advantages of teaching history through biography:

1. Biography is the human way to teach history.
2. The individual is a simpler subject for study than principles, movements, or trends.
3. Biography is more interesting to the pupils than an array of facts or events.
4. Biography develops the character.
5. Youth is naturally the period of hero worship. Pupils need good heroes to "worship."
6. Biography appeals strongly to the pupils' dramatic interest and imagination.
7. Biography prepares for the study of social groups and movements.
8. Biography prepares for the study of social and political principles.
9. Biography gives an intimate knowledge of manners and customs.
10. Biography makes history vital and concrete.
11. The pupils will remember more historical facts if they are linked up with great personalities.
12. Biography helps to overcome race prejudice.
13. Biography helps to develop a taste for good books.

## SELECTING THE CHARACTERS

The first problem to be considered in the teaching of historical biography is that of selecting the men and women whose lives are to be studied. Here are some good methods:

1. Select men and women most often mentioned in the best history textbooks.
2. List the great movements of history and select the characters most significant within those movements.
3. List the periods of history and select the representative men of each period.
4. List the outstanding social and political principles and then select the characters who best portray them.
5. Select men and women whose influence is still living in the present.
6. Select historical characters which are, first of all, human characters.
7. Select men and women of all nations and classes.
8. Select some characters whose lives portray the undesirable for contrast.
9. When making a selection of characters take into consideration the foreign pupils in the class.
10. Study the interests and probable future

status of the pupils before selecting the characters.

11. Be guided by the pupils' ethical welfare.
12. Investigate the materials available to the pupils.
13. Have in mind the number of weeks the course is to cover.
14. Find out which characters are already familiar to the pupils.
15. Ask the pupils to list the characters indispensable to the development of the period being studied.
16. Mention or make a list of the names of historical characters found on maps, on monuments, and in the names of philanthropic and charitable institutions.

## SELECTING THE BIOGRAPHIES

After carefully selecting the men and women whose lives are to be studied, the teacher must decide which biographies of those lives are best adapted to his work. The following are a few methods of dealing with this problem of selection:

1. Select accurate biographies.
2. Select biographies adapted to the needs of the present.
3. Select a biography true to the best principles of Americanism.
4. Select biographies containing all the important facts of a life.
5. Select a biography free from prejudice.
6. Do not select the sentimental biography.
7. Select biographies written for the age group in the class.
8. Select biographies written in an interesting style.
9. Select a book with good type.
10. Select a book with pictures and an attractive binding.

## EVALUATING BIOGRAPHY

The teacher who is selecting a biography for his class in historical biography will be confronted with the problem of finding the truthful biography. He will need to decide, also, just how he will deal with doubtful material. Some methods are as follows:

1. Study primary sources rather than secondary sources.
2. Establish the genuineness of a document before considering it as a true source.
3. Compare the statements of reliable authors.
4. Discover as much evidence as possible relative to the statement or material in question.
5. Trace the historical statement in question to the testimony of contemporaries.
6. Consult the private letters and diaries which have been established as genuine.
7. Do not accept the testimony of oral traditions as being authentic.
8. Consult the volumes of *Who's Who* for facts concerning characters who have lived since the year 1899-1900.
9. Consider the author's reputation and the standing of the publisher.
10. Do not rely on the biased or "popularity seeking" authors.
11. When two differing opinions seem equally valid, present them both to the pupils.

12. Present legendary material as legend.
13. Do not teach what you know will have to be unlearned.
14. Do not trifly with details which cannot be proved.
15. Allow the pupils to help in trying to prove material correct or incorrect.

## PRESENTING REGRETTABLE FACTS

The teacher must decide how to deal with regrettable facts of biography before actual class presentation begins. Teachers report a number of helpful methods in dealing with this problem:

1. Teach nothing but good.
2. Note regrettable facts frankly.
3. Tell the truth about regrettable facts frankly and only when asked.
4. Include some regrettable facts for the purpose of contrast.
5. Emphasize the desirable in biography more than the undesirable.
6. Place first emphasis on the contributions of characters.
7. Do not attempt to justify the regrettable facts of a life.
8. Avoid unnecessary vividness of detail.
9. Do not use the discussion of these facts as an occasion for "preaching."
10. Bring out the underlying causes of these regrettable facts and show how they may have been avoided.
11. Stress the overcoming of faults rather than the faults themselves.
12. Study the type of pupils in the class before determining the methods to use.

## AVOIDING EXAGGERATION

When history is presented through biography, the individual tends to hold a place of prominence which he may not deserve. History teachers who were interviewed reported the following ways of keeping the individual in a biography course in the right place.

1. Subordinate the individual to the movement.
2. Lead from the study of the individual to the study of social groups.
3. Show that great personalities play only one part on the stage of national life.
4. Show that the greatest characters were those who identified themselves with the group.
5. Show that an individual is dependent upon other individuals for his success.
6. Do not allow too much time to be spent on one character.
7. Ask the pupils to find a present-day counterpart of famous characters.

## DEALING WITH MILITARY HEROES

The significant contributions of the peacetime hero are usually lost in the glamour and enthusiasm with which the pupils view the contributions of the military hero. The following are methods of dealing with the military hero and the discussion of war:

1. When presenting military heroes, stress the courage of men in the nonmilitary fields of endeavor.
2. Stress the constructive results of militarism rather than its destructive work.
3. Show that the greatness of the warrior lay in the risking of his own life for others.
4. Place emphasis on the civic and character qualities of the military hero.

\*Holy Family High School, Bayfield, Wis.

5. Show that the greatest heroism is not physical but moral.
6. Show that military genius lay in the ability to use the forces at disposal as economically as possible.
7. Show how military men have torn down the constructive work of others.
8. Have the class decide in which other fields the genius of military heroes may have been used.
9. Do not glorify war.
10. Lead from a discussion of war to a discussion of peace.
11. Show how the apparently desirable outcomes of war may have been otherwise obtained.
12. Build up in the pupils the disposition to settle all international disputes by arbitration.
13. Show that war is an outgrowth of questionable desires.
14. Show that the immediate result of a conflict never decides which side is in the right.

#### BIOGRAPHY AS A CHARACTER BUILDER

Biographical history deals in a very direct way with life. Hence the possibilities of teaching citizenship and developing character through such a course are great. The following methods and devices seem to be useful:

1. Select characters whose lives objectify great principles.
2. Select some characters whose lives will, by contrast, show the desirable against the undesirable.
3. Select characters which will give the pupils good heroes to "worship."
4. Show the errors to be avoided.
5. Show that the low and base must be condemned as well as the noble and brave praised.
6. Stress the small services of famous people.
7. Encourage the pupils to be generous in giving deserved credit.
8. Show that citizenship begins before adult life.
9. Study the motives back of the actions of men.
10. Ask the pupils to bring into present-day life the famous characters of the past and to suggest which problems they would undertake.
11. Ask the pupils to list the reasons for the greatness of the heroes of biography.
12. Ask the pupils to list the character traits they most admire in famous characters.
13. Decide with the class which contributions of a famous person will be mentioned in the history text of the next century.
14. Allow the pupils to have a hall of fame selecting themselves the personages to be included.
15. Hold a debate on the question of the relative worth of two characters.
16. Give character judgment tests.
17. Have the pupils keep a list of famous sayings of great characters.
18. Ask the pupils to report or write on the problems faced by famous people of history.

#### VITALIZING BIOGRAPHICAL HISTORY

Many of the methods previously listed will help to vitalize biographical history. However, the following miscellaneous practices may prove helpful:

1. Give a short preliminary talk about the characters studied.

2. Present impersonal material to give the pupils the necessary background.
3. Use historical films.
4. Use maps and sketches.
5. Ask the pupils to write autobiographical papers imagining themselves to have been famous people.

6. Let pupils dramatize historic events.
7. Make use of historical guessing games, etc.
8. Make the bulletin board a vital part of the course by posting the pictorial life history of characters, cartoons, and collateral and novel lists.

## Methods in Teaching Modern Languages

Sister M. Borromeo, O.S.F.\*

After the teacher has clearly defined the aims of the language course she is teaching, her next great concern should be to use such activities as would make these objectives attainable. Names applied to anything that is so largely controlled by the human element and personal considerations as is a teaching method must be generally descriptive rather than narrowly restrictive. No two teachers use any method in the same manner. We find that although several teachers may follow the same general method, the activities may be quite different, which in great measure accounts for the effective use of a method in one classroom and its failure in the other. The teacher is the artist. The greater his skill, the more effectively will he use his instruments.

There are various methods that have been used in the past. In broad outline we may define them as follows: The "direct method" is one in which the mother tongue is barred from the classroom; the "grammatical" or "grammar-translation" method is a process of translating and studying grammatical rules; the "mixed" method is a compromise of the two, commonly referred to as the "eclectic" method.

#### THE AURAL-ORAL METHOD

It is not the aim of this paper to give a detailed description of all the methods in use, nor to give an exhaustive treatment of any one method. The essential purpose is to indicate some activities which will make the attainment of the above-mentioned objectives possible. It matters little what we call the method under which these activities may be listed. But since the emphasis is placed on the understanding of the spoken language and the oral use of it, one may refer to it as the "aural-oral" method.

An understanding of the spoken language is a skill more important today than ever before. The radio has offered great possibilities where this skill may be used. The prospect of future rapid transportation and communication certainly favors an aural practice in a language. There will be many opportunities when pupils now studying a foreign language will be able to put their knowledge to practical use. To develop this skill the teacher should use the foreign language from the first meeting of the class. By pointing to objects and using the foreign word for them she encourages instant recognition without the use of the vernacular; by using appropriate gestures with foreign expressions she teaches the meaning of short sentences and phrases without using them as reading exercises. It is understood, of course, that a limited number of easy words will be used

in these exercises. The constant repetition of these with new expressions dropped in from time to time will familiarize the students to such an extent that imitation will become easy. The gradual introduction of new words and phrases will in time build up a useful reservoir of expressions.

#### DEVELOPING FACILITY IN USE

Classroom exercises on the content of the reading lessons are bound to provide considerable aural training throughout the year. The teacher may ask questions on the content of the reading in the foreign language. At first the answers of the pupils' conversation may be in English, but gradually the best students will try to answer in the foreign language, until a large part of the class has acquired the habit.

As the course advances and the vocabulary is increased, the teacher should, from time to time, give brief talks in the language on the civilization of the country whose language she is teaching. Questions should then be addressed to the students to determine whether they have understood the talk.

Another important exercise to develop the aural skill is dictation. Soon after the reading is started, dictation should be given on material that has been read and studied. Later on, however, it is preferable to dictate material that has not been previously read. Care should be taken not to include too many new words and expressions. Too difficult a passage would discourage even the best student.

In dictating, the teacher may read the entire passage through first, and then dictate sentence by sentence. If the sentences are too long, they should be dictated phrase by phrase. After the entire passage has been dictated, it is well to reread it slowly without repetitions to allow students to make corrections if they can. The papers may be corrected in class by writing the passage correctly on the board. After the papers have been exchanged, each student may compare his copy with that written on the board and make the necessary corrections.

Dictation is valuable for several reasons:

1. It motivates intent listening.
2. It helps to teach fine distinctions in sound.
3. It forms a strong bond between the written word and the spoken word.

Dictation is an important activity and should hold a prominent place in the teaching of modern languages.

#### ACCURACY IN PRONUNCIATION

Not only is an aural understanding of a language important, but correct pronunciation is also a vital point in the program of teaching languages. It gives a feeling for the

\*St. Peter High School, Mansfield, Ohio.

language which encourages confidence and facility in it. The student must have clearly explained to him the difference between the speech habits of English and the foreign language. He must have clearly demonstrated to him that greater precision and greater activity of the lips are required in articulating in the foreign language than in English.

The student's first practice on any sounds must always be in class under teacher supervision. To allow a student to practice pronunciation by himself before good habits have been fixed is subversive. Once the pupil has been taught to make the proper sounds, the teaching formula will be practice, test, practice, test—always with the teacher's corrections, until good pronunciation is fixed.

The teacher should be careful to provide sufficient opportunity for both individual and chorus work. During these exercises she should stand close to the students so that she can detect mispronunciation and correct it.

An excellent exercise for a pronunciation drill is the learning of songs and other rhythmical lines and phrases. The singing of songs makes pronunciation drill doubly excellent because it is pleasurable. A well-chosen collection of records will prove a valuable asset, if they are used in this connection.

A great deal of reading aloud must be done to fix pronunciation. The teacher should strive for a perfect oral expression of the printed page. This includes not only correct pronunciation but natural intonation and fluency. The teacher herself should be a perfect model for her pupils to imitate. This is the only means by which she can set correct standards. Constant repetition on the part of the teacher and constant practice on the part of the pupils will bring about good results.

#### READING FOR UNDERSTANDING

Correct oral reading is not the only objective for which a teacher should strive. She must also show the student that he must be able to grasp meanings, interpret suggestions, detect the writers' intentions on the level of vocabulary, idiom, and syntax difficulty that is in keeping with his progress of language study.

Exercises that stimulate and test comprehension of thought help to insure the result that reading is for thought, that attention is focused on the content rather than the mechanics of expression. Ideas, rather than words, must emerge from the page.

Although reading in a foreign language must mean translating up to the time when the student has acquired a sufficient vocabulary to read normally, the teacher must plan to break from the translation method at the earliest possible moment. The teacher must not be content until she has brought about real reading in the foreign language.

One way by which this can be accomplished at a very early stage is to repeat the reading of passages so that the foreign word becomes automatic and recalls the object or idea without the use of the vernacular. In other words, the pupil does not associate the foreign word with the English language but with the object. If the reading material is carefully graded, the development of this skill will be slow but sure.

Another activity that will effect the shift from translation to reading is extensive practice in rapid reading for thought. As the student reads increasingly difficult material in

ample quantity, the habit of translation disappears. Extensive reading encourages a concept and technique of reading for thought, not for construction. However, a very extensive reading habit usually cannot be acquired in two years except by superior students. Therefore, this last-mentioned activity can be used only in a very limited degree in the secondary school.

#### RECOGNITIONAL GRAMMAR

Nothing has been said thus far about the teaching of grammar. It is certain that comparatively little grammar is needed in order to read, and that this is needed only that forms may be recognized. Recognitional grammar is that by which a pupil may recognize the forms he reads or hears. We need only recognitional grammar in the two-year course in the secondary school. Grammar is valuable because it contributes more specifically to language learning by encouraging thorough analysis of reading material and making possible accurate interpretation of the word forms in the text. The problem of the language teacher is to conserve these advantages without increasing the serious dangers that attend overemphasis on grammar study.

#### USE THE LANGUAGE

There are not enough good results obtained from the translation of English into a foreign language to recommend its use in the secondary school. To work for this objective would call for an entirely different approach to the language. A study of grammar would become most important. While this procedure has its value, more desirable results are obtained by using the language itself as much as possible.

To replace this translation from English into a foreign language, it is recommended that the students be asked to write "free compositions," that is, short paragraphs, using words and expressions they studied. This would give them good practice in the active use of the language.

Many more activities could be listed, but the teacher's own ingenuity and resourcefulness will suggest even better and more useful procedures. If the teacher likes boys and girls and has a vision of the great good she may accomplish through her work with them, there will be no lack of motivation on her part. From a deep realization of this ideal will come the incentive to that enthusiastic effort without which success does not exist.

## S.M.A. in the Victory Corps

### A Shadow Playlet

Lois Ballman\*

CHARACTERS: Uncle Sam; S.M.A. (St. Mary's Academy).

Explanation: During the dialogue, the following shadow pictures may be thrown on a screen or otherwise presented to illustrate the various Victory Corps activities of the school: (1) the Student Council, (2) an experiment in physics, (3) the Red Cross, (4) training in first aid, (5) the art class, (6) physical education, (7) study of foods, (8) school or class tea, (9) buying bonds, (10) salvage, (11) students at prayer.

UNCLE SAM: Good evening, men and women of the radio audience. This is your

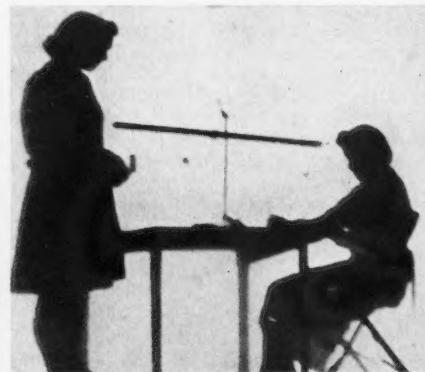
all-out program of serving, conserving, and saving.

#### [Reel One: Serving Our Nation]

Leaders of the offensive on the service front are the men and women in our Army, Navy, and Marine Corps, backed up stanchly by ammunition and supplies rushed to the worldwide battle lines from the nationwide assembly lines!

Advancing in a strong flanking movement, the Civilian Defense Organization, the air-raid wardens, fire watchers, and airplane spotters attack from the home front! Behind the lines of battle, the Red Cross makes its heroic stand! Champions of service, all of them! On tonight's broadcast we shall hear from a representative of the country's Catholic high schools—Okay, St. Mary's Academy, take it away!

S.M.A.: Hello, ladies and gentlemen. We are going to show you scenes taken from the field of action at our school. . . . First you see St. Mary's School Council forming the High School Victory Corps, a nationwide organization to make America's students physically and mentally fit to take over their duties in the war effort. Each department at St. Mary's cooperates with the Victory Corps in preparing its students to go into the service fields of production, of community services, nursing, the Red Cross. The physics department gives the girls groundwork in essential subjects, from electricity to aeronautics, and the mathematics classes which give us an all-important knowledge of algebra, geometry, and trigonometry. Next, we see the home-economics department, the center of St. Mary's Junior Red Cross unit, endeavoring in every way possible



An Experiment in Physics.

star radio reporter, Uncle Sam, here to give you a three-point résumé of the latest news! From Washington, D. C., comes the report that America is embarking successfully on its

\*St. Mary's Academy, Milwaukee, Wis.



A Class in First Aid.

to make life more comfortable and pleasant for America's servicemen!

Now, we find the girls studying, learning, and practicing for their first-aid certificates. The first-aid course is given to make every student capable of meeting an emergency quickly and efficiently. How's that for service, Uncle Sam?

UNCLE SAM: A gold victory star to St. Mary's for distinguished service! And now for:

**[Reel Two: Conserving for Our Country]**

Since the opening of hostilities, every American has begun to conserve: on tires and gasoline, the use of the family car being stripped down to essentials; on meat, sugar, and coffee; on clothing of wool, silk, leather; on metals and rubber and building materials! That's what America's doing on the conservation front. How about you, St. Mary's?

S.M.A.: Don't worry, Uncle Sam. St. Mary's isn't letting anything go by! Take a peep at the art classes, the foods and clothing classes, or the science classes, for instance. Conservation of materials stands high in their daily programs. The girls are taught to utilize every opportunity to conserve for Uncle Sam! In the chemistry laboratory the girls learn about new substitutes, and new fields of usefulness. The biology classes have discovered, studied, and prepared many new edible wild plants and weeds. Those are certainly contributions to conservation!

And see what an important job the gym classes do in conserving health and strength! And the foods classes, in teaching diet and nutrition. These are decidedly in keeping with the Victory Corps's program of physical fitness!

Oh, yes, and here are a few scenes from our junior-senior victory tea. We want to bring this in as one example of the other ways in which St. Mary's conserves for victory. The girls agreed not to purchase new dresses for the tea, but to wear previously worn ones instead. So you see, the "victory" tea moniker really has some significance!

Eat it up,  
Wear it out,  
Make it do,  
Do without.

That's our motto in going all out for conservation.

UNCLE SAM: Add your second victory star, St. Mary's! And here comes:

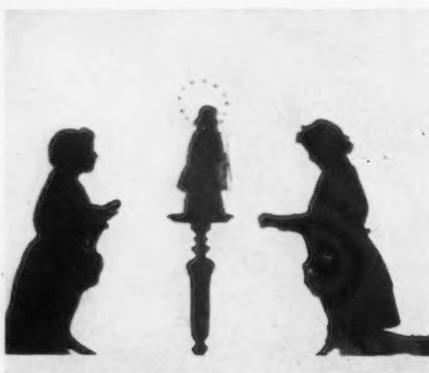
**[Reel Three: Saving for Our Country]**

Making dollars march! That's what the nationwide purchase of war bonds does—

the 10-per-cent club, the pay-roll savings plan! Housewives save waste fats to be used in manufacturing explosives. Every American joins in saving scrap—tin cans, copper, iron, steel, and rubber! That's what America is doing to "Keep us saving!" Where do you come in, St. Mary's?

S.M.A.: We march right in there with our sales of war stamps and bonds, backed up by the Victory Corps School Council! We find the girls stopping at the bookstore every morning before classes to invest their change in Victory!

And we certainly don't slow up in cooperating in the collection of scrap materials. Here we find St. Maryans bringing in paper and tinfoil to be resold by our Catholic Students' Mission Crusade, collecting Catholic magazines for the Sodality, and gathering keys for the key campaign!



Students at Prayer.

We're saving all we can, to save our country, our ideals! We're on the march, Uncle Sam, and we don't intend to "cease firing" till the battle's won!

UNCLE SAM: Well done, St. Mary's! That gives you three gold victory stars—for serving, conserving, and saving for victory. For cooperating fully with our nation's all-out effort to win! "Keep 'em rolling" on the school front!

S.M.A.: Right you are, Uncle Sam! We're doing everything we can to win the war—but, we're not forgetting, or ignoring, or abandoning God! Nazi guns, Jap planes can subdue American forces—but pagan souls, Godless pseudo humans can never subdue God, in the hearts and souls, in the every breath and action of true, proved Christians! Our belief and our trust in God will be our most effective weapon! We want to be sure that it is not cast aside, Uncle Sam!

That is why we St. Maryans are remembering—by prayers, Masses, Holy Communions, visits to the Blessed Sacrament, by praying our living Rosary for peace, by study of our religion in all its phases, by sacrifice, by living up to our Catholic faith, by spreading and defending it against all comers, by sending Catholic books and magazines and pamphlets to our servicemen, by doing all we can to spread God's peace through the Missions, through down-to-earth Catholic action!

We're fighting and working—we're serving, conserving, saving, and praying to keep America and its Christian ideals on speaking terms! We must never forget that, Uncle Sam!

We will win the war—for God and country! We can! We will! We must!

## Treat Them All Alike

Margaret Keating\*

This was the first equation in John's algebra test:  $x$  over 2, plus 3 equals  $2x$  over 5, plus 4. The correct answer is:  $x$  equals 10.

As a student, John is about average. He has had a few B grades on his report card, but most of his marks are C. Once in a while he has come home with a D, and he has had one E, but his father has refused to be concerned. "I'm not worried about John," he has remarked more than once. "He may not have as high an I.Q. as some of the boys, but he has one quality that makes for success that a lot of other boys don't have, and that's 'stick-to-itiveness.'"

His father is right. When John tackles a thing, he always sticks at it until he has it in hand. "I'm going to stick at those fractional equations until I get them, if it takes me till midnight," he said a few nights ago. "I thought I had them—and look!" Mournfully, he handed me the test paper, which had been returned to him that day. The paper was marked with a red E.

"Now that is discouraging," I said, "when you thought you knew how to work them."

Peter came over to the table, sat down beside John, and studied the test paper. School-work has always come more easily to Peter

than to John. You'd never know that from Peter though—he's no hand to brag about how good he is. But I notice that when John asks for help, Peter is the one who can always set him right. Peter should know more than John anyhow—he's a senior at St. John's, and this is John's first year in high school.

"Clear the equation of fractions by multiplying each term by the least common denominator." That's the rule Sister Jerome told us to use," said John. "See, I followed it, and yet my answers are all wrong."

"You didn't multiply this two or this five by the smallest common denominator," said Peter, pointing to the first equation on the paper.

"No need to," answered John. "They already are whole numbers."

"That doesn't make any difference," said Peter. "Don't you see, you have to treat every term the same?"

John studied his paper for a minute or two. "I get it, Pete," he said, "you 'gotta' treat them all alike."

That was all either of them said about algebra. I must say I didn't think much of Peter's teaching that evening, but this morning when I was straightening up the living-room table, I came across John's second test on fractional equations. It was marked A!

\*Wabasha, Minn.

## Appreciation of Literature in Junior High School

Sister M. Marcella, O.S.F., Ph.B.\*

Good literature is a written record of those who had something to say and said it well. That is why it survived. Two outstanding elements in our nature are a sense of beauty and a sense of conduct, both of which are fostered by our reading.

It is necessary in junior high school to help pupils guard against confusing the enjoyment of romance and impossible idealism with reality. We should train to greater observation and study of real persons. In these grades we want to increase skill and readiness in getting at the meaning of books, and to help our pupils to explore all the possibilities of both practical use and enjoyment which lie in waiting on the library shelves.

No other subject can make so great a contribution as reading does to the gathering of common experience and common ideals which make it possible for people to live together in peace and understanding. By means of literature also, children can learn much about the thought and activity of school and later life. Literature is at the very heart and center of that exploring which is one of the main jobs in the junior high school.

### DEVELOP GOOD TASTE

This age of materialism is an age of distraction in which the minds and hearts of our precious junior youth are entertained by baubles. Literary taste is seeking low levels today. As proof of this statement all we need do is to look at magazine counters and see there the junk and filth that is displayed. And what shall we say of the comic strips and comic books which our youth drink in as they do water? The funny books are one of the most tragic things in American life today because the chief ill effects are mental and emotional. Instead of filling the children's minds with a balanced understanding of life as it is and life as it could and should be, the "comics" gear them to an impossible, unrealistic, fantastic life.

Sterling North of the *Chicago Daily News* examined more than a hundred "comics" and summed up his impression this way:

"Save for a scattering of more or less innocuous 'gag' comics and some reprints of newspaper strips, we found that the bulk of these lurid publications depend for their appeal upon mayhem, torture, and abduction—often with a child as the victim. Superman heroics, voluptuous females in scanty attire, blazing machine guns, hooded 'justice,' and cheap political propaganda were to be found on almost every page of these sex-horror serials."

But what realistic remedies do we propose? For my part I believe that *substitution* is most practical. Fortunately the Catholic press has been busy about the problem. The three best antidotes known at the moment are *Timeless Topix*, put out by Father Louis Gales of the *Catholic Digest*, St. Paul; *The Catholic Student*, edited by Father Fran-

cis Benz of Minneapolis, who is likewise the editor of *The Catholic Boy* as well as *Catholic Miss*; and *The Young Catholic Messenger* with which all of us are acquainted. *Timeless Topix* fights fire with fire. It is doing good work to the tune of 200,000 copies. But we have more than 2,000,000 children in our Catholic schools alone.

As nothing is of such great consequence as association with books, the teacher must appeal to the interests and tastes of pupils and that appeal must be individual. The teacher must arouse interest and enthusiasm for ordinarily an enthusiastic teacher makes an enthusiastic pupil. In support of the first statement in this paragraph permit me to quote Father Daniel A. Lord, S.J., in his pamphlet, *I Can Read Anything!* He says:

"Every age in history was sure that books were one of the really powerful forces that drive ideas into the very soul of mankind, foment revolutions, fire national conflagrations, start new religions, corrupt human hearts, sweep kings off their thrones, and set men on the way to heaven or to hell."

To arouse the interest and enthusiasm of the pupils, one might begin with pamphlets or articles, as for example those written by Father Lord which contain good lessons and human incidents, and are written in an interesting style. Perhaps some of you are acquainted with the series entitled *God's Heroes* and *God's Wonder World* by Rev. Thos. Leahy, all of which are done in a style that is bound to hold the attention of youth, and at the same time impart wholesome life lessons. (The Ave Maria Press.)

### TEACHERS SHOULD KNOW BOOKS

The teacher must likewise keep accessible attractive books which will suggest to children that reading is really worth while. She must be an extensive and discriminate reader herself. Because some children develop in literary taste more rapidly than others, the teacher must know which book to suggest to bolster up the courage of a boy. She must be able to suggest a book to the adolescent who needs an ideal, as well as to the boy who wants high adventure but refuses to exert himself in school. Teachers need to explore the delights of books during their hours of recreation. Thus they can be of much better help to pupils in finding the kind of books they will really like; and this ability will add greatly to one's success as a teacher of literature. The teacher must understand and sympathize with young people. More on this subject of sympathetically and patiently understanding young people can be got from books like Jane Addams' *The Spirit of Youth and the City Streets* and better still from Miriam Van Water's *Youth in Conflict*, which is particularly recommended to the conscientious teacher who realizes that appreciation for books is all wound up in ideas about life, about right and wrong, about companionship and love, about adventure and daring, and proper respect for conventions and cus-

toms. With a better understanding of young people's relations to these problems, our attitude toward literature commonly read in junior high schools is likely to change immeasurably.

If it will please the pupils to do so, they may have a "Book Club" and an election of officers including a secretary, frequently changed, who does not keep elaborate minutes, but only a list of the books and authors discussed and perhaps a comment or so. Such a club meeting once a week in literature time may do more than all the rest of the periods put together to serve the real purposes of teaching literature. Here the best "promotive" or advertising book reports may be read and discussed, and each should be illustrated by a single incident or two told from the story or read from the book.

### TO ENCOURAGE READING

The means of stimulating and directing outside reading may be summarized as follows:

1. Find out which books and experiences the children actually enjoy most—by talking with them, letting them bring in books they like, encouraging them to make lists of their favorite books, or of books they would recommend to others of their age, and in every way refraining from adverse and sarcastic comment on what they show you they like; otherwise the chance of help is lost at the very start.

2. Recommending books with a like appeal and not too difficult or fine for the children concerned, reading aloud to get them started in the stories, reading interesting passages or telling to a point of high interest and then stopping. This means having many attractive good books at hand, right in the classroom.

3. Encouraging rapid reading, especially by the slow pupils, through giving them the most exciting books possible and holding no requirements as to details. This matter of increasing speed in reading is most important; it should have been attended to in the intermediate grades; if it isn't gained in junior high school, it is much harder to achieve later.

4. Helping to pass along good and suitable books by means of "Book Club" discussions, brief promotional or advertising reports, with reading or telling of sample incidents whether thrilling or funny, and by beginning an "annotated book list."

By such means as these, happy enjoyment of books and a constantly better selection of books can be insured in junior high school.

A sure way to spoil what is thus well begun in starting good "outside reading" is to demand the usual book reports on what the children are encouraged to enjoy. Any teacher who wants to find whether a pupil has read a book can do so in two minutes by a half dozen well-directed questions to be answered by a single word each. The book report should be saved for two real uses: the lively advertising of the book to others who have not read it; and the chance for a pupil to express what he himself got out of it for his own satisfaction, or for a really sympathetic and interested person. Children's reports of their own reactions to books they read should be their frank opinions, unbiased by a desire to please anybody or to win marks. Until a teacher gets such candid reactions from pupils, she cannot really begin teaching literature.

\*St. Ann School, Lafayette, Ind.

### CLASS DISCUSSION

Another part of the work in literature in the upper grades is the reading and discussion of some books or selections by the class all together. Here we can and should introduce more difficult matter than we can expect pupils to read by themselves. Here, too, we can help them master new types—for heretofore they may have been confined practically to one kind, the swift-moving story of adventure. In this broadening of interests and of power to deal with new and more difficult matter, the literature class can really be of service if it is rightly conducted.

Kipling says, "A man who goes into life with no acquaintance with the classics is as heavily handicapped as he who takes up sports without knowing what has been done previously. He has no standards."

A classic, if it is to be treated as a selection for class discussion, will be greatly enjoyed if it is merely read through as rapidly as possible simply for enjoyment. Time is well spent in finding out what children already know which will contribute to understanding the story. The only words which should be unmistakably understood in any story are those which are altogether necessary for following the course of the story or for getting at its main and central idea. Help children get one main or important idea from each story.

In regard to the stories of classics of Poe, Irving, Whittier, Longfellow, and Hawthorne, let us read the stories for the children or read well into them to get them started. We can simply pass over most words which have no necessary relation to the action of the story, and even omit passages of description which are merely ornament and not essential parts of the narrative. If children can once get into the fun of Irving's story, and feel a happy irresponsibility about the many-syllabled words he uses in the fashion of his time, or if they can catch the shudder Poe has ready for them, they will enjoy themselves. The time is always well spent which a teacher takes to start a good story with freedom for interested comment and questions by the pupils, and with such enticing remarks by himself as "My! I wouldn't want to meet that one-legged seaman, would you?" The results are sure and immediate; the book starts on a lively round of reading, and if it proves up to expectations, it is usually finished by most of the class. On the other hand, a wrong beginning of *Treasure Island* with too much attention to the geography of the English seacoast and the characteristics of English inns is an almost sure killer of interest and attention even to so lively a story.

### AVOID OVERANALYSIS

While we should develop a literary sense in pupils—excellence of expression, correct comprehension, sympathy, and familiarity with key selections—nevertheless, we must beware of creating a permanent dislike of the classics by the old method of analysis and dissection. The study of literature should always be building up, reconstructing, sharing with the writer the experience he has lived through and written out for our richer enjoyment.

After the class reading of a selection for enjoyment, we may teach, in a later discussion, the beauty of the pen pictures. For example: in *Snowbound*, the family gathered about the hearth speeding the time with stories and legends, the outdoor scene pre-

sented the following morning; in *Evangeline*, the description of the heroine on Sunday morning, the herds and the shepherd returning to the homestead at twilight, the feast of betrothal. *Evangeline* literally abounds in beautiful descriptions and pen pictures and overflows with the beauty of colors and sounds. One might call attention to the elegance of diction and phrasing in Washington Irving's prose selections, *Rip Van Winkle* and *The Legend of Sleepy Hollow*. However, we must beware of going too much into detail in the grades. Leave that for high school.

It is impossible to tell how many pupils have learned to loathe the genial stories about *Rip Van Winkle* and *Ichabod Crane* and *Scrooge* because, according to the old method of teaching, they had to write out and hand in, or recite, definitions of all the large and heavy words, and sometimes even to diagram or parse the hard sentences. Poems of really fine narrative swing are spoiled because pupils have to stop and explain the kind of meter, if, unfortunately, their teacher has a notebook full of such stuff. In regard to dictionary definitions, beware of forcing children to look up the meaning of every difficult word. This should be a last resort only if, with the combined help of the class and the teacher, they cannot work out that meaning from the use of the word in the story itself. It is a good thing to make an additional check by the dictionary if any pupil is really interested in doing so, and this is always an excellent exercise in a study-reading lesson, and a fine optional or voluntary job for those who want to do it in literature class. When the heroes are riding at a gallop from the postern gate, it is very bad strategy to stop them while we look up and define "postern." Don't dwell on unimportant details of description or setting, for they spoil the pupils' power of concentration upon the main business—the realization of the experience happening before

their senses. When the hero is struggling in desperation to get out of a fearsome swamp, it is foolishness to divert attention to the orchids that happen to brighten the scene.

### THE PLACE OF MEMORIZING

Still another misdirection or premature forcing of interest in literature classes has been the attention to memorizing. What we should teach and test is a vivid realization of the story, a sense of its movement and its power. So for the memorizing of fine passages and beautiful lines in *Evangeline* and *Snowbound* we should try to get all possible voluntary memorizing by means of reading again and again beautiful passages which children love. But it must be remembered that such memorizing is the last thing to be done after a piece of literature has been sufficiently understood to be heartily enjoyed and desired. Memorizing is an end product and a by-product.

In regard to reserved delights, there is nothing wiser than to let children see that there is more in the books they are reading than they can fully get just now—that they are not, in the old way, exhausting all the possibilities of meaning and exhausting themselves in learning everything, but are making a first exploring trip, so that, if they like the country, they can come back and settle down for a time.

From our experience we know that children in junior high school want adventure, and if we can help them a little in distinguishing probable and decent adventure from the kind they have usually accepted, we have accomplished much. They are zestful for humor, too, if one gives them a chance at it; therefore, if we can give them a taste of really wholesome enjoyment of it in ballads, poems, and stories, we have done a fine, helpful thing in the way of securing good results in literature classes.

## In Days of Yore

Mary Virgine Weiner\*

**EDITOR'S NOTE.** This play was the conclusion of a project or unit on chivalry in the sixth grade and was written by a student ten years of age. It is an extremely fine piece of work and indicates the creative possibilities even in the elementary school.

### CHARACTERS

Lord Wellington, lord of a medieval castle  
Lady Wellington, his wife  
Helena, daughter of the lord and lady  
Dorothea, her sister  
First knight, Augustine Montclarly  
Second knight, Boniface Yorkshire  
Third knight, Arthur Martelli  
Galahad, a squire to Lord Wellington  
First page, Louis Montclarly, younger brother of the first knight  
Second page, Lancelot Martelli, younger brother of third knight  
Guards and attendants (as many as desired)

### SCENE

The castle of Lord Wellington, where three

knights have come together for a reunion after five long years of absence from this castle where they were trained for knighthood. The scene opens with Arthur and Augustine greeting each other in the great hall.

### THE KNIGHTS RETURN

**AUGUSTINE:** Oh, Arthur, how good it is to see you after five long years of separation!

**ARTHUR:** I am indeed glad to see you, too. You are looking quite well.

**BONIFACE** [entering excitedly]: My, but it is wonderful to be here once more, isn't it? How are you, Arthur? And you, Augustine? I heard that your little brothers are pages here now. That is fine. I wish I had a little brother again.

**AUGUSTINE:** Yes, I suppose you do. Tell me, Boniface; how was it that your little brother died?

**BONIFACE:** He died when Sir Hugh Montgomery tried to capture our castle. He pretty nearly did, too. He tried to starve us out. He starved my mother and my little brother. Poor thing, he was only two years old at the time.

[*Louis and Lancelot enter and greet their brothers.*]

\*Ursuline Academy, Cincinnati, Ohio.

LOUIS: How good it is to see you, my dear brother! Is the rest of our family well? My lord said I may have free all the days that you are here. So may Lancelot. Isn't that grand?

ARTHUR: Do you like waiting upon the lord and his family, Lancelot?

LANCELOT: Oh, yes, I like it here very much. I especially like waiting upon my lord's daughters, Dorothea and Helena. Dorothea is my favorite. She is nine, and Helena is ten. Dorothea is the opposite of her sister. She is light, and Helena is very dark.

[*Galahad, the squire, enters.*]

GALAHAD: Good day, my friends. Hello, Arthur, how are you? Boniface and Augustine, you are looking quite well. I trust you have been so.

[*Here the Lord and Lady enter accompanied by attendants. Helena and Dorothea enter shyly behind them.*]

### THEY GREET THE LORD AND LADY

LORD: Welcome to my castle, my faithful knights.

LADY: I hope you can stay with all of us a long time.

ARTHUR: About a week if it pleases you, my lady.

LADY: Stay as long as you wish, for you are always welcome here.

DOROTHEA [*coming out from behind her mother and approaching Arthur timidly.*]: Were you pages here, sir?

ARTHUR: Yes, these two knights and I left this castle before you were four years old. There is Boniface Yorkshire, here is Augustine Montclarify, and I am Arthur Marcelli. We are all your humble servants.

HELENA: How old was I when you left our castle, sir?

AUGUSTINE: Not quite five, my lady.

LORD: Do you remember the way you used to follow me around like shadows when you were pages? You did that for at least two years, but then you began to learn the lessons of a page.

DOROTHEA [*to Arthur*]: Now I remember who you are! You're the king's son, aren't you?

ARTHUR: Yes, I am. But please don't put on airs because of me.

HELENA: The king's son! Oh, mother, what shall I say? [*She makes a deep bow, as does her sister.*]

ARTHUR: Don't please. I don't want to be treated any differently from the rest of these knights, please.

GALAHAD: What did you do when you were a squire? Did you do the same things that I do now?

AUGUSTINE: We did everything but our duties, didn't we? [*He and other knights laugh.*]

LADY: Oh, I wouldn't say that. You were quite good.

### THE ROAD TO KNIGHTHOOD

BONIFACE: Do you remember the time we had the yearly job of burnishing your armor, my lord? It took us two whole days the first several times, but later we learned to do it in an hour.

LORD: Yes, I remember that quite well. It was funny to see you laboring over my armor.

HELENA: Did you ever take care of the horses or go to war and be Father's body-guard?

BONIFACE: Yes, the next year we took care of the horses.

AUGUSTINE: We finally got to go to war, too, but we never had to do anything. Your father was such a skillful warrior that his spear was never broken.

LORD: Oh, I don't know about that. Well, I had to have you around, anyway. You were good-luck charms.

KNIGHTS: Thank you, my lord. [*All bow.*]

LADY: Do you remember when Charles Du Barry was unfaithful?

AUGUSTINE: Yes. We were just squires then, weren't we?

### WHAT PUNISHMENT?

LOUIS [*first page*]: What do they do to knights who are unfaithful?

LANCELOT [*second page*]: Do they put them in the dungeon? Or do they chop off their heads?

AUGUSTINE: No, they don't do that. First they cut off their golden spurs.

BONIFACE: Then they break their swords over their heads, and take off their armor and crush it.

LORD: Then what do they do?

AUGUSTINE: Then the unfaithful knight is laid in a coffin, little brother.

LANCELOT: Do they bury him alive?

AUGUSTINE: No, they just go through the whole ceremony, but they don't really bury him.

GALAHAD: What does that represent?

ARTHUR: That represents the dying of knighthood in him.

HELENA: It must be a disgrace to have that done.

LORD: It is. [*To pages*] My boys, never be unfaithful to knighthood when you become knights.

PAGES: Oh, we won't, my lord.

AUGUSTINE: I don't think they could do that when they are in the hands of such kind people as you are, sir.

ARTHUR: That is true.

### BECOMING KNIGHTS

LADY: Do you remember when you became knights?

ARTHUR: Yes, very well.

LOUIS: How do you become knights?

LORD: First you take a bath in a wooden tub, so that you will be pure and cleansed of all your past faults. Next you put on a white robe for purity, then a red robe for blood.

LANCELOT: For blood?

LORD: Yes, red stands for blood. You must always be ready to shed your blood for God, the weak, or for the country.

GALAHAD: Then do you put on your armor?

LORD: No, you go to the chapel. You lay your armor on the altar and then you kneel down and pray all night. That is called the vigil.

LADY: You forgot to mention, my dear, that the knight-to-be has been fasting for the 24 hours before the ceremony.

LORD: Oh, yes; thank you, dear. The next morning you go to Mass and Holy Communion, having gone to confession and having been freed of all your past sins. You give your armor to the priest, who blesses the armor and your sword with a special blessing. Then everything is carried up to the castle by the pages. The knights-to-be choose squires. After breakfast, your squire helps you dress. You go down to the courtyard where every-

one is waiting to see you. The lord is waiting for you there. You don your armor and kneel before the lord, who says, "In the name of God, St. Michael, and St. George, I dub thee knight." He taps you on the shoulder and on the neck with his sword. Your squire brings up a beautiful horse with gold coverings. This is the gift of your lord. You run and try to leap upon your horse in one bound without touching the stirrups.

GALAHAD: What happens then?

ARTHUR: You go into a tournament with the other knights and show your skill and bravery in riding, battles, and duels. You wear your lady fair's colors. By the way, who was your lady fair, Boniface?

BONIFACE: Do you remember Lady Patricia? She was my favorite. Her color was blue. Who was yours, Arthur?

ARTHUR: Lady Marcella was mine. Her favorite color was red.

AUGUSTINE: My lady fair was Count Fredericton's daughter, Lady Lorraine. Her favorite color was yellow.

LORD: Do you still remember your vows? I hope you do. I tried for 14 years to teach them to you.

### VOWS OF KNIGHTHOOD

LOUIS: What are the vows?

LANCELOT: Tell us, please.

LADY: I will tell you: first, obey the king; second, help the weak and oppressed; third, do justice to all; fourth, do your duty to women, children, and religion.

DOROTHEA: Is it very hard to keep these rules?

AUGUSTINE: Not so very hard, my lady, if you are loyal and true to your lord. You often have quite exciting adventures when you are a knight.

HELENA: Did you ever have an exciting experience, sir?

BONIFACE: Yes, we three knights have stories enough to keep you little ones spellbound for a week, haven't we, Arthur and Augustine?

ARTHUR: We surely have!

AUGUSTINE: Yes, indeed!

DOROTHEA: Oh, do tell us some of them now, won't you, please?

HELENA: Yes, please do.

BONIFACE: There isn't time for a story now, but we promise to tell you an exciting one tonight.

LOUIS: I hope something exciting will happen to me when I am a knight.

LANCELOT: So do I.

ARTHUR: It probably will, so don't worry!

LORD: My, how the time has flown! Just see how low the sun is in the West! There will be just time enough to wash up and dress before dinner. My squire will show you to your room, Arthur, Boniface, and Augustine. Galahad, take these knights to the guest rooms and give them everything that they desire.

KNIGHT: Thank you, my lord.

[*Galahad and the three knights leave.*]

LADY: Come, girls; hurry to your rooms and have Agnes and Marie dress you in your very best dresses in honor of our guests.

DOROTHEA and HELENA: Yes, mother. [*They leave.*]

LORD: Well, my dear, we'd better hurry. We don't want to be late for dinner on such a festive occasion as this. It is good to have our knights back home again, isn't it? [*They exit arm in arm.*]

# Emmanuel City: Catholic Action in the Fifth Grade

Sister M. Teresita, O.S.F.\*

## PREFACE\*

Being newly appointed, happily, to the teaching staff of this large Ohio school I was invited by the principal to visit a fifth grade and see how Catholic Action was carried out there. I found a teacher who had taken literally the words of Pope Pius XI: "Catholic Action is not something exterior to the Christian, it is the very rule of his life," and with this in mind she built up one of the cleverest, most interesting, and successful projects I have ever seen. Her little charges were receiving the right training. They are not only taught to pray for their soul's salvation but also to work for the glory of their King. It turned out to be a fascinating game for them, one that would build up character, and a deep, deep love for Christ. These little ones were going out into their homes as little bits of yeast into a mass of human life and raising it to lofty heights. These simple souls of young Christians were bringing forth the renewal of faith and fervor. Indeed, a little child shall lead them.

We hear of Catholic Action groups among the high school students and college students besides those of the adult and find them very successful and doing fine work. Catholic Action is a world-wide movement—it is the Church. As all methods of growth must be organic, it must grow cell by cell, and the life of the body must be reproduced in the smallest cell. It cannot grow in the grand manner—on a large scale—but, like the tiny mustard seed, slowly grow until it has surpassed its size hundreds of times. Thus Catholic Action must be fostered so it will grow.

The teacher thought the place to begin, as far as she herself was concerned, would be in her own classroom of fifth graders. She started with a small idea and it grew until we find something that can hardly be surpassed in making Catholic Action the beacon light of her little charges.

I finally prevailed upon this teacher to send an outline and explanation of her work to the CATHOLIC SCHOOL JOURNAL where other zealous leaders of youth may read and take in whole or in part the material and try it out in their classrooms.

## THE AUTHOR'S INTRODUCTION

In these days when stress in pedagogical circles is being laid so heavily on correlation, on student initiative and student government, and when preparation of leaders of Catholic Action is one of the outstanding aims of Catholic education, "Emmanuel City" has proved a practical and inspirational project along the emphasized lines. As presented in this paper, it was developed in a fifth-grade classroom and successfully imitated by succeeding teachers.

Meetings are so arranged that they correlate very attractively all class activities. With this plan the students not only talk about a character trait but try to put it into

actual practice in their daily life. It is a help in molding character in accordance with Catholic principles, thus building up real Catholic Action. Since personal sanctity is the keynote of Catholic Action, the children are taught to strive earnestly to show Christ's spirit in their dealings with their fellow men, that these latter, seeing Him in them, may know Him and follow Him.

### Class Song

Come let's pledge allegiance to our King  
Our grateful tributes to Him bring  
We Thy children Thee our King adore  
Make us love Thee ever more and more.

— Melody as given in *N.E.M.C. Intermediate Song Reader*

### Class Poem

*Neath the Banner of Mary Immaculate*  
The stars on our banners are gleaming  
for thee;  
Oh, take them, loved Queen, for thy  
crown;  
Clear Star of the Morning, bright Star of  
the Sea,  
On our star-blazoned banner shine down.  
  
Oh, shed on tri-colored flag thy mild  
light,  
Let its folds in thy radiance shine  
Oh, keep it the symbol of freedom and  
right  
'Tis the flag of our country, 'tis thine.  
— *Tabernacle and Purgatory*

### Pledge

We—the little citizens of the Emmanuel City—pledge allegiance to our Supreme King and Master—Our Lord Jesus Christ—To Him we offer our hearts and souls—To His

service we dedicate our entire lives—and to His Mother, the Blessed Virgin Mary, patroness of this glorious country—the United States of America—we pledge undying allegiance—Upon our lips will always be the motto: "Thy Kingdom Come."

## CONSTITUTIONS OF THE EMMANUEL CITY CLUB

*Article I: Name.* The name is the "Emmanuel City" of Saint Peter's Church.

*Article II: Patron.* We chose "Mary" for the patroness of our Emmanuel City because she, the Mother of our Divine King, shall make our city a success. St. Theresa, the Little Flower and St. Tarcisius are our secondary patrons.

*Article III: Motto.* "Thy Kingdom Come" is our motto.

*Article IV: The Object of Our City.* The chief object of our city is to spread devotion to the Sacred Heart of Jesus Christ, our Eucharistic King, the King of Love, that is, to enthrone Him in our own hearts and in the hearts of others. We also aim to work for the interests of our class and of our school, improve our school in every way possible, and thus set a high standard of school citizenship. In this way we shall prepare ourselves for later life.

*Article V: Membership.* All members of our class are members and are expected to do their part in furthering all interests of our class. Members shall consider themselves guards of honor, who have pledged themselves to place Jesus Christ first in their hearts, in their work, and in their play.

*Article VI: Duties of Officers: Section 1.* It shall be the duty of the mayor to preside as chairman at all meetings and to preserve order. He shall conduct all business and discussions.

*Section 2.* It shall be the duty of the secretary to record all that happens at a meeting. All minutes shall be accurately recorded and neatly kept in a record book. She will conduct the correspondence of the class, and take charge of the absentee and tardy marks.

*Section 3.* The librarian shall with her as-



*The Children of Emmanuel City*

\*St. Peter School, Mansfield, Ohio. The preface was written by Sister M. Noreen, O.S.F.

sistants take an account of all the books, and see that they are kept in good condition. She shall see that books are placed on shelves each morning so that they may be read by the honor students during the day at their leisure moments. Fines must be paid on all books overdue and damaged books. This amount will be used for replacing books.

**Section 4.** The treasurer shall be faithful in collecting dues and induce the members to have dues paid up to date. She shall strive to keep an accurate record of the money handed in.

**Article VII: Manners and Deportment.** Above all be courteous to the priests; they are special and honored friends of our King. They are special friends of ours — sacrificing their lives and pleasures for our souls' salvation. Be courteous to all teachers; they have our interest at heart. Be courteous to one another. Take as our watchword "Courtesy above all."

**In the Corridors.** Hats off on entering building. Keep silence. Do not drop paper on the floor, and if we see any, pick it up.

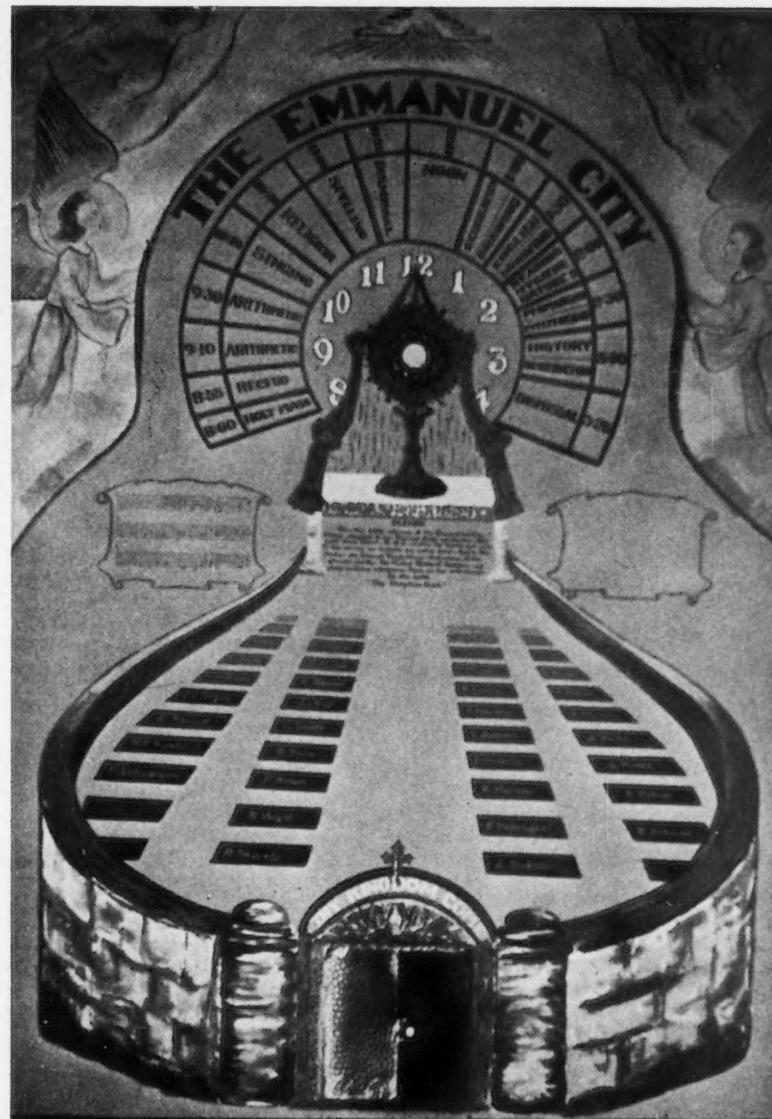
**In the Classroom.** This is truly the city with Christ enthroned as King; therefore our room or city must be spotless, neat, and attractive. The city is a symbol of our hearts. We must keep clean and bright. We shall give careful attention to directions and explanations and accept corrections with courteous appreciation of another's wish to help us, and profit by them.

**Article VIII: Good Works.** Mass and daily Holy Communion if possible. Mass and Holy Communion of reparation, appreciation, and petition for priests once a week — preferably on Thursday in honor of the institution of the Blessed Sacrament. Frequent visits to the Blessed Sacrament. Frequent ejaculations and the practice of recalling God's presence during the day. Short act of Perfect Contrition after examination of conscience. At least a half hour of religious study, or the reading of character-building books. Attempt to get Catholic children going to the public schools to come to the Catholic school or at least to attend instructions. Attempt to get these children to attend Sunday Mass. Sacrifice of some pleasure occasionally to give the money to the missions or the poor. Study of how little children can become apostles and get others to follow their good example to spread the Kingdom of God.

**Personal Attitude.** Keep cheerful. A cheerful state of mind is the strongest armor against failure and fatigue. It is spiritual strength that develops courage and keeps one from getting tired. Keep before you ideals by often reading books of saintly and noble heroes and heroines and strive to imitate them. Above all the story of our Lord and Saviour Jesus Christ will deepen your devotion, and strengthen your piety. Devoted lovers of the Divine King will often think of Him during the day and long for the happy moment to be united with Him in Holy Communion. The Holy Eucharist is the Gift of gifts and the Grace of graces because It contains the Author of Grace, Jesus Christ. From Him we can derive strength to do all things well to please Him, and merit a happy union with Him in the eternal Emmanuel City.

#### AN EXAMPLE OF A CLASS MEETING

[The talks are prepared beforehand by the pupils aided by the teacher. The meetings themselves are conducted according to rule



*A large Classroom Poster serves as reminder of The Modern Children's Crusade. As pictured in the accompanying illustration, the clock above the monstrance shows the time for each subject taught throughout the day; the subjects are listed above each hour, the name of the city above the clock. The pledge is in the altar panel; the children's names are placed as they are seated in the classroom — aisles shown as streets leading to the King of their hearts and of their city. The motto is above the gate; the constitutions are within the gate. The class poem is to the right of the altar, and the class song is to the left.*

*and are formal. Rudiments of parliamentary law are followed.]*

**CHAIRMAN:** Meeting now called to order. Today we are going to talk about the sacraments. We can only love them when we know all about them. You cannot like what you do not know. They must be very good for us and of great value because our King Himself gave them to us. He even had to suffer and die to do it but that did not stop Him. He was not afraid. After we know all about them we will go and tell everyone else too, so all can love them. It is the main purpose of our city to spread Christ's Kingdom on earth. I will now tell you what I read in one of the books from the library about the sacraments.

Just as we must have water so that our

bodies may live, we must have grace so that the soul may live. We can think of our King as a Fountain sending out grace as a fountain sends out water. When the water springs out of the ground, it is caught in big pipes and put in big tanks and then brought to the homes. All the grace is stored in our King, and it comes to us through seven streams; these streams are called the sacraments. In our homes we can turn on or shut off water by the faucet. The water would be no good nor the faucets unless there was someone there to turn them on or off. Well, the sacraments are like that, too. The priests control the streams of the sacraments. The reservoir of the Church would be no good unless the people made use of the graces. There are special signs which are outward and let the



*The Correspondence Club in Action*

*The correspondence club is an attempt to correlate language and geography. Names and addresses of the Handmaids and Knights of the Blessed Sacrament were taken from The Catholic Boy and The Messenger. These addresses are from various states in the Union. A large map of the United States (outline) is on the side of the room. Little markers are placed in every section from which a reply is received. Discussions then take place as to climate, crops, geographical position, etc. Letters are written almost daily by several members or citizens of the City. There is quite a thrill when a reply is received. The students try to find the different methods other children in other parts of the States use to spread the "Kingdom on Earth." The pictures above were taken when the Correspondence Club was in action.*

people know which sacrament they are receiving.

CHAIRMAN: I think you are getting tired of hearing me. Who would like the floor? The chair recognizes Robert Shively.

ROBERT SHIVELY: I read about signs. It told about the miracles Christ worked while on earth. He always used signs so the poor human man could understand. He still continues to use signs when He lets us receive the sacraments. He gives us grace when we perform the signs and go through the ceremonies, for it is through the senses that we get our knowledge. We have bodies and are not spirits.

CHAIRMAN: I saw Philip Pittenger reading about the Sacrament of Penance. I wonder if he found anything interesting about going to confession?

PHILIP PIT.: I did find something. I found that Penance, as Confession is called, is sometimes called the font of mercy. It washes away our venial and mortal sins. My book said our Lord instituted this sacrament when He gave St. Peter the keys to the Kingdom of Heaven. Our Lord wanted all the priests to do the same thing. Our Lord gave the priests the power to forgive sins when He appeared to His Apostles after He had arisen from the dead. He wanted to comfort them and give them this power to forgive sins.

CHAIRMAN: Louise Kmetz may have the floor.

L. KMETZ: The third stream of grace is from Confirmation. We receive strength from our Divine King to carry on His work. We did receive grace when we were baptized, but we need more to fight all the dangers of the soul. If we are in danger, we run to someone who is much stronger than we are and ask him to protect us. That is the way we should run to our King. If He is with us, who can

hurt us? We should also try to acquire the seven gifts of the Holy Ghost in this sacrament.

CHAIRMAN: I see Jacquelyn Pilot wants to talk.

JACQUELYN PILOT: Yes, I like to talk, especially in school and in front of the class. I want to talk about the Holy Eucharist. Our King Himself comes to us in this sacrament. He satisfies every need of our soul. We receive Him before whom the angels tremble. If the good angels tremble, I wonder what the bad angels do. I can just imagine. The light is so beautiful about the Holy Eucharist that the angels cannot stand to look on our King exposed in this sacrament. On the altar in the Catholic churches we find another kind of stable; all around it are the angels adoring our King. Inside, our King lies as quietly and as trustingly as He did in His mother's arms in the stable. We do not have to make pilgrimages around the world, because we have the greatest treasure on earth in the tabernacle of every Catholic church. I can say a lot more, but you boys always say I don't know when to sit down; so I'll sit down now.

CHAIRMAN: We do tease you a lot, Jacquelyn, but when you talk you usually say something very interesting. Let's hear from Patty Ann.

PATTY ANN: I read a poem that I like so much. May I say it?

CHAIRMAN: I think that will be fine.

PATTY ANN: What can I wish for on this earth below?

What can I wish for in the heavens above?  
In this dear mystery my heaven I know;

Here at the altar I have all I love.

Thou art my Treasure, Jesus, and with

Thee

My heart must be.

CHAIRMAN: That was pretty. Now next time we have the meeting we will discuss the Mass. Let us read some good books on it and ask Sister a lot of questions. We will ask Father to tell us all about the Mass when he comes for instructions. The Mass is the same as the sacrifice on Calvary, but this is an unbloody one; so it is different in that way. We will now check up on the correspondence club. The secretary may have the floor.

SECRETARY: Our correspondence club is certainly interesting. It is an easy method to make friends all over the country. But, of course, the chief aim of our club, is to get others interested in Catholic Action and gain many for the love and service of our Divine King. Do try, all of you, to make this interest a real hobby.

NOTE: The following year the Emmanuel City Club took the Enthronement of the Sacred Heart in Homes as a major activity.

#### THE TREASON OF SIN

Father Lord's recent pamphlet, *That Story of Adam and Eve*, points out that the sin of our first parents was not the stealing of an apple but high treason. This accurate designation, which applies to all mortal sin, reads in part:

"It was an insolent and wrong-headed disobedience to a Father whose generosity was unbounded. It was the elevation of human judgment above the judgment of God. A human pair decided that they knew more about what made happiness than God did. They took the responsibility for defying God's advice and going after the good they saw and desired. . . . It was the haughty desire of mortals to climb to the same level as God Himself, to become His equals, to share His knowledge and snatch His powers."

#### CONTROLLED VIRTUES

It is the purpose of a religious education to show that there is a definite order among the virtues as among everything else. You can't parcel out the virtues one to each man. It takes sugar and eggs and flour, and butter and apples and some cooking—all of them—to make an apple pie. So, too, it takes justice and truth and kindness and humility and obedience and all the other ingredients of virtue to make a Christian life. Uncontrolled virtue may raise as much havoc as uncontrolled vice. — *Catholic Action News*, Fargo, N. Dak.

#### VOCATIONS NEEDED

Mothers and fathers, priests and Religious and the fair-minded among our non-Catholic friends must by this time realize that the average graduate of a Catholic school bears the traits of the gentleman or the lady, shows forth the value of sincere religion and reveals the youth on his way to heights of accomplishment in the world of our day. But the rock of all this structure is the Brother and Sister in the classroom. Of these we have many now, but not enough. Catholic parents should help their Church not only to build and support our schools but above all other things, to staff them. More religious vocations, as Bishop Molloy has stated on many occasions, are needed if Catholic education with us is to have any large growth. — *The Tablet*, Brooklyn, N. Y.

# Aids for the Primary Teacher

## Teaching the Mass in Primary Grades

Sister M. Alicia, O.S.F.\*

To help the children to have a greater appreciation of the Mass and to be more observant in following the Mass was my intention of this Mass project. Using the library table as the altar proper, we built the altar step and tabernacle combined so that when the altar was not being used, this step could be taken off, set out of the way, and the table used as a reading table.

In working out the project we took just one movement of the priest until each pupil knew the part. The children watched the priest more closely at Mass to be able to tell and dramatize the next movement. Our little priest in the classroom had to be very exact, for many eyes were focused on him, just waiting for a mistake.

The third-grade boy who knew the Mass best, attended most frequently, and had the highest deportment mark was chosen for priest for the final showing. Two little second-grade boys were servers, while fourth-grade pupils read the explanation.

We spent ten minutes each day in the study of the Mass. The last week of school we invited all the pupils to attend our little project. The second-, third-, and fourth-grade pupils were the parishioners, kneeling, sitting, and standing as they would at a real Holy Sacrifice. It was a high Mass with the congregation singing the "Missa de Angelis."

My aim in working out the project was accomplished, for I think that the little ones understand the Mass and can follow it more easily than formerly.

### THE HOLY MASS

The Mass is a sacrifice. It is the same sacrifice as that of the Cross. In an unbloody manner the Body and Blood of Christ are offered to His heavenly Father. When we go to Mass, it is just the same as if we went with Jesus up the hill of Calvary and stayed with Him while He hung on the Cross and died for us.

Let us think of this when we are at Mass. If we talk or play during Mass, we are insulting our Lord just as the crowd and soldiers did on Mount Calvary. Let us rather pray with our Blessed Mother, Mary Magdalen, and St. John as they stood beneath the Cross in loving adoration.

The Mass is the highest form of worship in the Catholic Church. One Mass gives more glory to God than all the prayers of the angels and saints in heaven. Christ Himself is the real priest, offering Himself to God, His Father, and Christ's sacrifice is the most perfect sacrifice.

### THE ALTAR

For about three hundred years in the early ages of the Church, the Roman emperors persecuted the Christians, who did not dare to come together for services for fear of being arrested and put to death. So they went

into tunnels called catacombs. Here they buried their dead and they offered the Holy Sacrifice of the Mass on the tombs of the martyrs, those who had been put to death because they would not give up their religion. After the persecutions were over and the Christians could build churches, they buried the bodies of some of these martyrs underneath their altars. Thus came about the rule that every altar must have in it the relics of saints. These are placed in an altar stone, which is consecrated by the Bishop, and on which are five crosses, one in the center and one in each corner.

In the center of the altar is the tabernacle where the Blessed Sacrament is kept. [Show it.] The inside is lined with silk. [Show.] Above the altar, where the priest and all the people can see it, is a crucifix. This reminds us that Jesus offers Himself in the Mass, just as He did on the Cross.

The altar must be covered with three linen cloths. The top one should reach the floor at both ends of the altar. [Show.]

An altar card is placed in front of the tabernacle. [Place.] On it are the Gloria, Credo, Offertory prayers, words of Consecration, and other prayers that are the same in all Masses. One small card, having on it the prayers for blessing the water and washing the priest's fingers, is placed on the Epistle or right side of the altar. [Place.] The other, having on it St. John's Gospel, is placed on the Gospel or left side of the altar. [Place.]

The Missal stand for the Missal is placed on the right side of the altar. [Place.] The Missal is the book from which the priest reads most of the Mass.

Two candles are lighted for a low Mass; six candles for a high Mass.

On a table at the right of the altar are two cruets—one filled with wine, the other with water; also a small dish and a finger towel.

### THE VESTMENTS

The vestments are the special robes worn by the priest while saying Mass. The priest says a special prayer as he puts on each vestment.

The amice is worn around the neck and over the shoulders. [Put on.]

The alb is a long, white, linen garment with full-length sleeves. [Put on.]

The cincture or girdle keeps the alb in place. [Put on.]

The maniple is the vestment worn on the left arm. [Put on.]

The stole is the sign of the office of the priest. It is a long slender band, usually rich with embroidery. It is placed over the shoulders, crossed upon the breast, and secured on either side by the cincture. [Put on.]

The chasuble is the outer vestment, which changes in color according to the feast, as do the maniple and stole. The violet vestment is a sign of penance, the white of joy, the red of love, green of hope, and black of sorrow. [Put on.]

For the Mass the priest needs an altar bread and wine and water.

The chalice and the paten are usually made of gold because only the most rare and costly things should be used at the Holy Sacrifice. The paten is the gold plate on which the host rests at the Offertory, and the chalice contains the wine.

On the chalice is a linen cloth called the purifier, which the priest uses to wipe the chalice after Communion. A double square of linen with cardboard between, called the pall, covers the chalice during Mass. The priest spreads a linen cloth, called the corporal, on the altar before he sets down the chalice.

As the priest brings the chalice to the altar it is covered with the chalice veil and burse. The burse holds the corporal.

### BEGINNING THE MASS

Preceded by a server the priest enters the sanctuary and goes to the foot of the altar where both genuflect. The altar boy takes the priest's biretta and the priest goes up the altar steps with the chalice and its coverings. Taking the corporal from the burse, the priest opens it and places it on the altar cloth in front of the tabernacle. The chalice still covered is placed on the corporal. The priest opens the missal and returns to the foot of the altar.

As the priest enters the sanctuary the server rings a warning bell. The people rise and remain standing, looking toward the altar, while the priest makes the altar ready for the Holy Sacrifice that is about to begin.

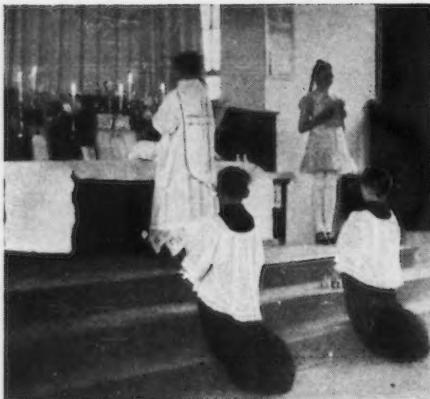
Returning to the foot of the altar, after placing the chalice and preparing the missal, the priest makes the Sign of the Cross and says the preparatory prayer which begins with, "I will go unto the altar of God." The server, kneeling, answers. After several short prayers the priest bows and says the Confiteor beginning with "I confess to Almighty God, etc." When the priest finishes, the server bows and repeats the prayer. It is at this time that the priest and people confess their guilt of sin, and striking their breast say, "Through my fault, through my fault, through my most grievous fault."

The people kneel during these preparatory prayers. The best way to hear Mass is to follow the prayers of the priest in a small missal.

Finishing the preparatory prayers the priest extends his hands, then joins them, and goes up the altar steps, at the same time saying a short prayer. At the top he bows and kisses the altar. The people remain kneeling. Returning to the Epistle side of the altar, the priest makes the Sign of the Cross and then reads the Introit [pronounced in-trō'it], a prayer which differs from day to day, depending upon the feast. The people remain kneeling and follow the prayers of the priest in their own prayer books or missal.

The priest returns to the middle of the altar and prays the "Kyrie Eleison, Christe Eleison, Kyrie Eleison." These words mean, "Lord have mercy on us, Christ have mercy on us." The first is a prayer to God the Father; "Christ have mercy on us" to God the Son;

\*St. John's School, Savanna, Ill.



While the boys dramatize the Mass, the little girl is reading the explanation of their action.

and again "Lord have mercy on us" to God the Holy Ghost.

Remaining in the center of the altar the priest extends his hands and then joins them; bowing slightly he says the "Gloria in Excelsis," except during Lent, Advent, and in Masses for the dead. At the end, the priest makes the Sign of the Cross. During a high Mass the people stand while the priest says the Gloria and sit until the choir finishes singing it.

After the Gloria the priest kisses the altar in reverence for our Lord who is symbolized by the altar stone, and for the relics in it. The priest then turns to the people and says "Dominus Vobiscum" (The Lord be with you). The server kneeling at the foot of the altar answers, "And with thy spirit."

The priest goes to the Epistle side of the altar to continue the Mass with the Collect. After asking the people to join with him in prayer saying, "Oremus" (Let us pray), the priest reads the Collect from the missal. It is a short prayer which changes from day to day, depending upon the feast.

#### EPISTLE, GOSPEL, AND CREDO

Remaining at the right-hand side of the altar the priest reads the Epistle, or Lesson, of the day which is usually taken from the writings of one of the Apostles. This, like the Collect, changes from day to day. At the end the server says "Thanks be to God."

The priest puts his hands on the missal as he reads the Epistle and this signifies that we should be doers of the word and not hearers only.

After the Epistle the priest says the Gradual and then goes to the middle of the altar for the "Munda Cor Meum." Meanwhile the server places the book on the Gospel side of the altar.

The "Munda Cor Meum" is a prayer in which the priest asks God to cleanse his heart and make it worthy to receive the Gospel.

The priest having prayed that God shall make him worthy to proclaim His word, goes to the left side of the altar. He begins by making the Sign of the Cross on the missal and then on his forehead (that he may know the word of God), then on his lips (that he may speak the word of God), and then on his breast (that he may love the word of God).

The people stand to hear the word of God. When he makes the Sign of the Cross, they do likewise, touching the forehead, lips, and breast with the thumb of the right hand.

On Sundays and on certain feast days of the year the Gospel is followed by the Credo or Creed, which is an act of faith in the chief truths of our holy religion. While he says the prayer the priest stands at the middle of the altar. The people also stand but genuflect slowly with the priest when he says, "and became incarnate by the Holy Ghost, of the Virgin Mary, and was made Man."

#### THE OFFERTORY

Having completed the Credo, the priest kisses the altar, turns to the people, and says "Dominus Vobiscum." Then again facing the altar, says "Oremus" (Let us Pray), and with his hands joined reads the Offertory.

This is the first principal part of the Holy Mass. The best gift we can offer God is a pure heart, humble and sorrowful for having offended Him by our sins. Offer your heart when the priest offers the oblation of this Sacrifice.

When the Offertory prayer is finished the priest removes the veil from the chalice which is on the corporal. Holding the paten, on which rests the host, he says the prayer, "Suscite, Sancte Pater," by which he offers up the bread for our sins.

The people may sit during the Offertory, and until the bell is rung at the Sanctus.

After offering the host the priest goes over to the righthand side of the altar. Here the server gives him the cruet containing the wine, and also the one containing the water. After pouring the wine into the chalice, the priest with a blessing adds a few drops of water. When the wine and water are mixed they can never be separated. This reminds us to pray that we may never be separated from our Lord, Jesus Christ.

The priest then returns to the center of the altar where he offers the wine as a part of the Sacrifice. After offering the chalice, the priest places it, after forming the Sign of the Cross with it, over the corporal, and covers it with the pall.

In reverence and respect for our Lord in the Blessed Sacrament after the Consecration, the priest again goes to the Epistle side of the altar and cleanses his fingers.

Extending his hands on the altar, the priest kisses it, and joining his hands again, turns and faces the people. Then, with his hands extended and eyes cast down, he says, "Orate Fratres" (Pray, Brethren), inviting the people to pray with him that his and their sacrifice may be pleasing to God. Turning again to the altar, the priest finishes the prayer in a low voice. The server answers.

#### THE PREFACE

After the Orate Fratres, the priest says the Secret in a low voice and then the Preface in a louder voice. As the Preface comes to an end, he inclines his head, joins his hands, and says the Sanctus.

The Sanctus begins with "Holy, holy, holy, Lord God of Hosts," and closes with "Hosanna in the highest." Each time the priest says "Sanctus," which means holy, the server rings the bell.

Having been seated since the end of the Credo, the people kneel when they hear the warning bell. The Canon, which is the most

solemn part of the Mass, is now about to begin.

The priest begins the Canon by bowing low. He kisses the altar to show that he is united to Christ, who is about to offer Himself. The priest then prays for all the living members of the Church militant, the Pope, the Bishop, and all the faithful, as well as a prayer for those who asked for the Mass to be said and for all those present. He then asks the saints to pray for us.

The people remain kneeling. It is a time at which they should pray for their own intentions and for those of relatives and friends or others for whom they ought to pray.

Holding his hands over the bread and wine, which are about to be changed into the Body and Blood of Christ, the priest asks God to accept our offerings. The bell rings once to warn us that Jesus Christ will soon be on the altar.

#### THE CONSECRATION

The priest takes the bread into his hands as our Lord did at the Last Supper, and raises his eyes to heaven. He bends low over the altar, takes the host in his hands, and says the words of Consecration, "This is My Body." At this moment the bread is changed into the Body of Jesus Christ. The priest genuflects to adore Jesus, raises the Host so that the people may also adore Him, and then genuflects again. The bell is rung three times. The people should look at the Host and say devoutly, "My Lord and my God," and then bow and adore.

The priest then takes the chalice of wine into his hands, blesses it, saying the words of Consecration which begin with "For this is the chalice of My Blood." The wine is changed into the Blood of Christ. The priest genuflects, raises the chalice above his head, and genuflects again. Again the bell rings three times. The people look at the chalice and say, "My Jesus, mercy" and then bow and adore.

Jesus Christ Himself is now with us on the altar. Let us tell Him what we want and ask Him to love and help us. Ask Him for the things you want yourself and for all whom you love. Jesus loves hearts that offer themselves for others. In reverence to our Lord in the Blessed Sacrament the priest keeps his index finger and thumbs together from the Consecration until the washing of the hands after the Communion.



Priest and people are seated during the singing of the Credo.

The priest again shows his reverence for the saints and for the Blessed Sacrament by kissing the altar and then making the Sign of the Cross over the Consecrated Species.

The priest then offers Christ to His Father as He offered Himself on the Cross. He prays for the souls in purgatory and strikes his breast as he asks that we sinners may be taken into the company of the saints.

The priest holds up the Host and the chalice a little as he offers praise and glory to God through Jesus Christ here present on the altar. Then he extends his hands and speaks to God in our Lord's own words saying the "Our Father."

This is the close of the Canon and the beginning of the Communion of the Mass.

Up to this time the Consecrated Host has rested upon the corporal. Now the priest cleans the paten getting ready for the breaking of the Host. He signs himself with it, and kisses it, and then places the Host on it. He uncovers the chalice and taking the Sacred Host he breaks it in the middle over the chalice. He places the part of the Host that was in his right hand upon the paten and breaking a small part from the part in his left hand he drops it into the chalice containing the Precious Blood. The people continue to kneel, preparing themselves for Communion, if they are to receive.

After the particle of the Host is dropped into the chalice, the priest again covers it and genuflects. Then he rises and bowing his head toward the Blessed Sacrament says the Agnus Dei. This is a short prayer beginning "Lamb of God." Repeating it three times he strikes his breast each time with the three fingers of the right hand which did not touch the Host. The people, kneeling, strike their breast as the priest does.

#### COMMUNION OF PRIEST AND PEOPLE

Having completed the Communion prayers, the priest genuflects in adoration, and rising takes the Sacred Host into his left hand, holding the paten under it with the same hand, he bows reverently and strikes his breast with his right hand, repeating the prayer, "Lord, I am not worthy." The server rings the bell three times. The priest bends over reverently holding the paten in his left hand, he receives the Host after making the Sign of the Cross with it. Having received the Host the priest with eyes cast down pauses to pray silently for a few moments.

After his quiet prayer the priest takes the pall from the chalice, placing it to the back of the altar. The server kneels at the side of the altar and says the Confitor. The priest takes the paten to pick up the little particles of the Host which may still be on the corporal. He again genuflects after uncovering the chalice to adore the Precious Blood. After purifying the paten over the chalice, he takes the chalice in his right hand, and the paten in his left, makes the Sign of the Cross before himself with the chalice, and receives the Precious Blood with the particle.

At this time those who are to receive Communion go to the Communion rail and those who cannot receive offer up their hearts and souls in spiritual Communion, which is a real and sincere wish to receive our Lord in Holy Communion if they could.

#### THE SECOND ABLUTION

After distributing Holy Communion to the

people, the priest returns to the altar. The servers go to the Epistle side of the altar with the cruets containing the unconsecrated wine and water. The priest standing at the center of the altar rinses the chalice with wine and drinks it. Then he goes to the right side of the altar where he receives both wine and water, which are poured over his fingers to remove the particles that may still remain since the Consecration. After drying his fingers on the purificator, he drinks the second ablution and then wipes his lips and the inside of the chalice with the purificator. While the priest is purifying the chalice, we should thank our Lord for His wonderful goodness in coming to us and for all His graces and blessings.

#### THE LAST PRAYERS

The servers carry the veil to the Gospel side and the book to the Epistle side where the Communion prayer is read. When the priest has finished the Communion prayer, he returns to the center of the altar, bows reverently, and kisses it, turns to the people, and says, "The Lord be with you." The priest then returns to the right side of the altar again.

With his hands extended, the priest says the last prayer called the Postcommunion because it follows as a thanksgiving after Communion.

Following the Postcommunion the priest returns to the center of the altar, kisses it, and turning to the people says, "The Lord be with you," and, after the server answers, the priest says, "Ite, Missa est," which means "Go, the Mass is ended." He faces the altar, recites the short prayer, and again turns to the people and blesses them by making the Sign of the Cross and saying "May Almighty God, the Father, Son, and Holy Ghost bless you."

The people kneel for the priest's blessing and make the Sign of the Cross at the same time he does. Then they stand as he again faces the altar and prepares to say the Last Gospel.

Standing at the left side of the altar, the priest makes a small Sign of the Cross on the altar and then on his forehead, mouth, and breast while saying, "The beginning of the Holy Gospel according to St. John." As the priest says, "and the Word was made flesh," he kneels. At the end of the Gospel, the server says, "Deo gratias" (Thanks be to God).

The people stand during the Last Gospel, but genuflect when the priest does. When he returns to the center of the altar to say the prayers after Mass, the people again kneel.

## We Go to the Bakery

Sister Marie Edward, C.S.J.\*

#### I. How Initiated

In our kindergarten of St. Charles School, there was a little boy named Joseph, so interested and so concerned about his father's bakery business that each day he presented some problem or incident involving the bakery. The children became so interested that they asked him if they could see his father's bakery some day. He said he would ask his father, and they were glad. Immediately there was a volley of anxious questions, an urging to carry this plan to completion, and an interested group discussing the possibilities of the trip.

#### II. How Launched

##### A. Planning Through Group Discussion:

1. May we go to the bakery?
  - a) We shall ask our principal
  - b) We shall write Joseph's father stating our request
  - c) We shall write our parents asking if we may go to the bakery
2. How shall we go to the bakery?
  - a) We shall ask a few of our mothers to drive us as the distance is too great to walk
3. How shall we act?
  - a) We shall be quiet and courteous
  - b) We shall be orderly and considerate of others
  - c) We shall remember to say "thank you" to the baker and to the mothers who drive us
4. What do we want to see at the bakery?
  - a) How the dough is mixed
  - b) How the bread is baked
  - c) How the bread is wrapped

- d) How doughnuts are cut
- e) How the different pastries are made and frosted

##### B. Acting Through Experiences:

###### 1. Our excursion

At the baker's kind invitation, and through the generosity of several mothers, we visited the bakery one afternoon.

On the way we saw streetcars, the lorry bus, a flower shop, houses, a drugstore, and many other stores. At the "stop and go" light we waited until the light showed "green."

When we came to the baker shop, we went inside, walked behind counters to the office where we were greeted by the manager (Joseph's father) and asked to remove our wraps. We were taken to the kitchen where we saw a large electric mixer, an immense oven, large trays, and many racks for the trays. We saw several bakers, dressed in white, in the process of mixing doughnuts and biscuits. They placed the dough in a machine which revolved and turned out individual biscuits that rolled down a canvas-covered board into waiting tins.

We also saw the room where the bread was wrapped, and a large slicing machine was now in disuse according to government orders.

The baker gave each one of us a delicious, frosted cupcake and almost everyone remembered to say "thank you." We then put on our wraps and each child shook hands with the baker expressing his gratitude.

Our homeward trip was equally

\*St. Charles Borromeo School, Minneapolis, Minn.



pleasant with observing eyes and eager lips seeking more information.

2. Our conclusion:  
 a) To have a bakery of our own  
 b) To be real bakers  
 c) To have baker's caps and aprons  
 d) Actually to bake

### III. Objectives

A. To develop Christian ideals of social life and action  
 B. To give the desirable experience of working together and cooperating with others in group endeavor  
 C. To provide children who had never seen a bakery with new ideas and experiences  
 D. To improve self-expression, initiative, and responsibility  
 E. To extend and enrich oral vocabulary  
 F. To acquire new skills  
 G. To appreciate the privilege of having good bakers  
 H. To encourage courtesy toward all community helpers and toward each other

### IV. Constructive Activities

A. We wrote thank-you letters to the baker and to our transportation friends  
 B. We wrote stories and poems about our trip to the bakery  
 C. We asked our mothers to make us a baker's cap and apron  
 D. We constructed our own bakery and furnished it  
 1. Actual construction of bakery  
 2. Sign "Saint Charles Bakery"  
 3. Bakery shelves  
 4. Telephones, cash register, play money  
 5. Cooking utensils  
 6. Bags, string, order blanks, etc.  
 E. Paper:  
 1. Bakery boxes  
 2. Decorated shelf paper  
 3. Birthday cakes with inserted candles

### V. Related Activities

A. Stories:  
 A Story of St. Rita, *Cathedral Basic Reader*, Book III  
 Louise, *Rose Book of Medal Stories*  
 Brownie and the Cook, *Friendly Stories*, Gates and Huber  
 Too Many Cookies, *Playing Together*, Buckingham  
 The Pancake, *Told Under the Green Umbrella*  
 The Gingerbread Boy, *Best Stories to Tell Children*, S. C. Bryant  
 Flicka, Ricka, and Dicka, and the Girl Next Door, Maj. Linman  
 Snipp Snapp and Snurr and the Buttered Bread, Maj. Linman  
 Story Book of Food, M. & M. Petersham

B. Songs:  
 The Baker Man, *More Sentence Songs*  
 The Baker, *More Sentence Songs*  
 Gingerbread Boy, *To-day's Tunes for Children*  
 Grandma's Cookies, *To-day's Tunes for Children*

The Gingerbread Boy, *Singing Time*  
 Baking Apples, *Singing Time*  
 My Gingerbread Boy, *Song Wings*  
 Saying Grace, *Song Wings*  
 The Holy Family, *Song Wings*  
 A Child's Friend, *Song Wings*

C. Rhythms:  
 Baker's March, Schumann  
 Cookie March  
 Mother Goose Medley  
 The Muffin Man, Maria Hofer  
 Sing a Song of Sixpence  
 D. Poems:  
 Pat a Cake, Mother Goose  
 The Bakery Shop, A Collection  
 The Baker, Lucy Allen  
 The Song of the Pop Corn  
 Marshmallow Hats, Dorothy Aldis  
 The General Store, *One Hundred Best Poems*, Marjorie Barrows

### VI. Outcomes

A. Christian ideals of kindness and consideration in social life were prominent  
 B. Growth in ability to assume responsibility and work with group was evident



- C. Proper social behavior and power of observation developed
- D. Self-expression and initiative strengthened
- E. Vocabulary enriched through oral talks and discussion
- F. Courtesy emphasized:
  - 1. Working quietly
  - 2. Helping one another
  - 3. Respecting authority
  - 4. Following directions

### VII. Actualities

The building of St. Charles Bakery was a delightful project and brought in all sorts of experiences which stimulated the imagination and developed the creative ability and ingenuity of the children who took part.

Each day four children formed a family group and two children were the bakers for the day. This gave all a chance eventually and sustained interest longer than if all had been allowed to play in the bakery at will.

There were many interesting reports from the parents telling of the enthusiasm manifested at home. The day Gary was to be baker his mother said that he was so excited that she could hardly dress him. He cautioned her, "I must be all fresh and clean like my bakery." Mary Lou woke one night calling, "Today I am mother of the family, and tomorrow I am baker. What will I be Friday, Mother?"

Hearing a disturbance in the bakery one day, my attention turned in that direction. One of the bakers and the father were having a discussion. "You got too much of our money," said the father. "No fair. You never gave change to my little girl." "Well," said the baker, "she just ran in and out and never waited for her change. You better make her mind."

The father took the suggestion and very emphatically told the little girl, "you always ask me for money, and you wait for your change. See." The rebuke was taken graciously and from then on the authority of the head of the family was firmly established. One little baker was all concerned with the order pad and pencil. He was reported: "Him's no good — him just writes and never answers the phone."

Thus the activity continued with so many and new interesting incidents that it became a daily challenge to both teacher and pupil. The parents also took an active part by sending in miniature loaves of bread, biscuits, pies, gingerbread boys, and doughnuts. A doctor's son brought in samples of strained baby foods in small cans and a grocer contributed pudding packages. This added value, and introduced "food rationing" as one youngster made early bids for the baby food saying, "my mother has trouble getting canned foods. Please, may I have some of those cans for our baby?"

Each Sunday the kindergarten was open to parents and friends and many appreciative notes were sent commending an activity which so vitalized school interest and home cooperation over an extended period.

### VIII. Culmination

Our bakery unit was to culminate with an all-school "doughnut sale" inviting the children to visit us and see us in action, while they patronized our sale, the proceeds of which were to go to the Red Cross. However, national food rationing interfered and we changed our plans. We worked our oral talks, poems, songs, and rhythms into a "bakery program" and invited the first grades to hear about our explorations, discoveries, and good times. Each kindergartner had brought a few cookies and these were passed to our guests after our little demonstration.

This served as an evaluation of the true worth of our unit as to knowledge gained, vital interest sustained, and the real fun all had enjoyed.

### IX. Teacher's Bibliography

- Carpenter, Frank, *The Foods We Eat*
- Carpenter, Frank, *How the World is Fed*
- Chambelin, James, *How We Are Fed*
- Clouser & Millikan, *Kindergarten Primary Activity*
- Pitkin & Hughes, *Seeing America Mill and Factory*
- Rob-Hill-Lane, *A Teacher's Guide to Activity Program*
- Salisbury, Ethel L., *An Acting Curriculum*

## A Device to Stimulate Interest

Sister Marie de Lourdes, O.Carm.\*

In a world of ever shifting interests the busy teacher finds it increasingly difficult to hold the attention of her pupils to one subject for any length of time. The following device, which has been used successfully in the elementary grades of our school to stimulate interest in classwork, may be of value to other teachers. It is of inestimable worth in the fundamental drills which tend, of their very nature, to become monotonous — such as the mastery of the mechanics of reading, writing, and arithmetic. Besides arousing interest and ambition in the pupils, these methods can also function as disciplinary aids to the teacher.

For the first six weeks of the school year I used a number system with my 35 fifth graders. Each child was given a number (cut from a calendar and glued to a milk stopper), the numbers ranging from 1 to 35. The aim to be presented to the child is to try to get as low a number as possible. Opportunities to change numbers occur frequently. When a child is called on to recite, read, or do any board work, she gives her number before performing what is requested. Should she make an error, the next number is on the alert to make any correction at a given signal from the teacher. In the event that the correction is properly made, the one who makes it obtains the lower number. Excited interest is thus aroused. Even the dull or slow pupils find enjoyment and confidence in this method, since there is always a possibility of earning one number lower.

One of my slower pupils announced to me with pride at the afternoon dismissal, "Sister, I jumped from 30 to 19 today!" On another occasion I noticed one child determinedly packing all her books. In answer to my questioning look she said, "I'm taking them all home, Sister, and I'm going to study my head off!"

The number method can be adapted to every subject in the curriculum, separately or collectively. It not only strengthens interest but also decreases carelessness and inattention. Because of it my fifth graders voluntarily spent extra time preparing reading lessons in order to improve on fluency as well as accuracy. Interest is still further heightened at a promise to give numbers one to ten to

those reading with the most fluency and best expression.

In arithmetic drill work and speed tests this device is an invaluable aid. The brighter pupils will work in all earnestness not to lose their numbers, and the slower ones try harder with the hope of obtaining a lower number.

Though competition is keen, the exchange of numbers is so frequent that the loser learns to submit graciously. One child, who was slow in arithmetic, lost her number 1 to number 15. To sympathetic exclamations she answered with spirit, "Never mind, I'll get it back during English!" And she did.

Thanks to the numbers the A averages of my pupils in spelling exactly doubled. All having an A average for the week are entitled to the lowest numbers, those having the neater papers and better penmanship gaining the preference.

As a result of these numbers, written work was done with more care and diligence, and attention to and interest in oral work was insured. For unnecessary talking the disturber was asked to go back five. For example, the holder of number five would have to exchange with number ten. This is an easy solution to any disciplinary problems that arise and is helpful in habituating the children to avoid interrupting a speaker or expressing themselves without leave. Care must be taken however not to become a slave to such a device. The pupils should be called on by name, not by number. And the exchange of numbers must not interrupt the classwork or consume class time. Nor should the pupils ever be allowed to decide when numbers are to be exchanged for talking or for any other reason.

The gaining of a lower number is a reward in itself. For the sake of variety, however, I later offered the holders of numbers from one to ten, on Friday of each week, the privilege of choosing any desk in the classroom as their own for the following week. Since all children love a change of any kind, all set to work with fresh zeal. The exchange of places was done on Friday during the morning recess, thus avoiding a loss of class time.

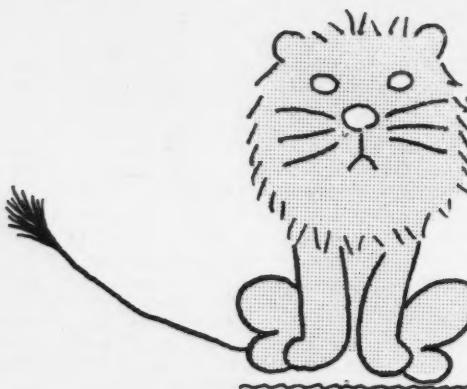
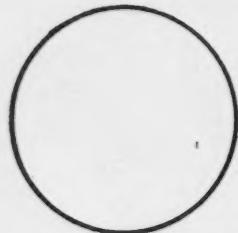
I have not found it advisable to use this method of numbers continuously from September to June, but no matter what invention was substituted there was always the plea, "Sister, let's go back to numbers."

## LEONARD LION

Margaret E. Schoeverling

The lion is the king of beasts:  
On other animals he feasts.

But Leonard Lion, at the zoo  
Can never really frighten you.



### Some 1944 Centennials of Saints and Beati

Brother Angelus Raphael, F.S.C.\*

"Read all the lives of the saints you can lay your hands on. I know of no more pleasant means, apart from the sacraments, of learning to recognize our own limitations and the limitless goodness of God. The lives of the saints are truer than fiction stories, and each reveals the sublimest of romances — that of a soul and its God." — Father Page, C.S.C.

"I confess to a delight in reading the lives, and dwelling on the characters and actions, of the saints of the first ages. . . . The ancient saints have left behind them just that kind of literature which more than any other represents the abundance of the heart, which more than any other approaches to conversation; I mean correspondence." — Cardinal Newman.

To render our reading the lives of the saints really fruitful and helpful, we must ask not merely what the saints did in their day but what would they do in our day. Human nature is always human nature; but nonetheless conditions change.

244

Martyrdom of St. Heliconides  
Feast: May 28

444

Death of St. Brice, Bishop of Tours, Confessor  
Feast: November 13

c. 544

Death of St. John of Reomay, Abbot  
Feast: January 28

\*De La Salle Institute, New York, N. Y.

644

Death of St. Sulpice, Bishop  
Feast: January 17

844

Martyrdom of St. Solange, Virgin  
Feast: May 10

1244

Death of Blessed Isnardo, Confessor, Dominican friar

Feast: March 22

Death of Blessed Guala Romanoni, Bishop of Brescia, Dominican friar

Feast: September 3

1444

Death of Blessed Felicia Meda, Virgin, Poor Clare Abbess

Feast: October 5

1544

Birth of Blessed Cuthbert Mayne, Protomartyr of the Seminaries

Feast: November 29

Martyrdom of Blessed John Larke, secular priest

Feast: March 11

Martyrdom of Blessed John Ireland, secular priest, chaplain to St. Thomas More

Feast: March 7

Death of Blessed Lucy of Narni, Virgin, Dominican nun

Feast: November 16

1644

Martyrdom of Blessed John Duckett, secular priest; and Blessed Ralph Corby, Jesuit

Feast: September 7

Birth of Blessed Francis Possadas, Dominican friar

Feast: September 20

1744

Death of Blessed Crescentia Höss, Virgin, Franciscan nun

Feast: April 5

### A Quick Method of Drawing Lines on a Blackboard

F. Pearl Malloy

Take a carpenter's chalk line or a thick piece of cord and draw it over a piece of chalk until it is well filled with the powder. Stretch the cord tightly across the blackboard in the place where you want the line. Go to the center of the cord, draw it away from the board, and let it snap back into place. This will give you a nice straight line. Repeat for more lines as required.

If you want lines that will not disappear as you brush the writing off, use dry poster paint instead of chalk and wet the blackboard where you want the line. The result will be a line that can be removed by washing but will not rub off with the dry brush. These poster-paint lines can be used day after day and have certainly proved a boon to more than one primary teacher.

### COLLECT WASTE PAPER

The collection of waste paper of all kinds by school children continues to be both a valuable patriotic service to the nation and a source of revenue for school activities. While every kind of waste paper is usable, just now a special effort should be made to collect brown paper — including wrapping paper, brown paper bags, corrugated boxes, and brown containers — since overseas shipping has created an acute shortage in the materials from which these items are manufactured.

# The Fabric of the School



*The Cardinal Hayes Memorial High School for Boys in New York City; Designed by Eggers & Higgins; Described in The Catholic School Journal, April, 1942.*

## Planning Postwar School Construction

Otto R. Eggers

THE architect has one primary duty, namely, to serve his client to the best of his ability. When an architect recommends that his client undertake at once the preliminary steps necessary for building, he is not indulging in so-called salesmanship tactics, but is actually serving his client more ably, perhaps, than the client realizes.

The practice of architecture is no mystery; it is, on the contrary, based on solid, fundamental procedures. All architects hope that in undertaking various assignments they will be permitted adequate time to study the problem thoroughly, confer as frequently as is required with those who will use the building and thus develop preliminary sketches and revise them until all are satisfied that the best possible solutions have been attained. Everyone who has recourse to the legal profession knows a lawyer cannot do justice to his side of the case if he accepts the case today and appears in court tomorrow. Lawyers must prepare their cases minutely in order to cover all eventualities. The architect's "case" will live long after him and after his client. Now time is available and, as time is often the most valuable asset in the ultimate success of planning a building, time should be utilized to the fullest advantage.

### Now Is the Time

Although this is sound, it is a generalization. One who is responsible for assuming financial obligations will want to know just what does this mean in a practical business way. Those who must eventually disperse five hundred

**EDITOR'S NOTE.** The author of this article is a member of the firm of Eggers and Higgins, architects, in New York City. He has designed many nationally prominent buildings such as the Jefferson Memorial and the National Gallery of Art. Among the church and school achievements of Mr. Eggers' firm are the Cardinal Hayes Memorial High School and the St. Helena's parish building housing a church, convent, and school, with a rectory adjoining, both in New York City.

We commend to our readers the wisdom of the suggestions offered here. You can't build just now, but, by all rules of wisdom, you should make your plans now for postwar construction.

thousand dollars or more have a very serious obligation in securing the very best possible return for the expenditure. As ample time will produce the best results, the question, then, is just what obligation is involved contractually to secure preliminary studies and sketches by competent architects. If, for example, a proposed new school building is to cost approximately \$500,000, the estimated fee for complete architectural services would be \$30,000, but since only preliminary studies are to be undertaken at this time, the architect would normally receive one fifth of the total fee, or approximately \$6,000.

Although the decision of the owner or client revolves about this small percentage, the ultimate outcome in the initial cost of construction and subsequent costs for repair and maintenance far outweighs any consideration attached to the preliminary cost of 1.2 per cent. Hastily prepared plans, due to endeavoring to break ground on a fixed date, inevitably mean increased cost of construction, beyond what was contemplated; and for years and years added costs are involved for repair and maintenance.

No one knows exactly when fire insurance will be needed, yet no sensible administrator is without it. Neither the architect nor the prospective builder knows when the plans for a new structure can be utilized, but it is a form of insurance to have, at least, the preliminary plans ready and approved in order to be utilized when required.

When preliminary sketches are completed, the owner will know every feature of his new building, how it will function, how it will look, and what material is to be used. The architect uses the expression, "preliminary sketches," because the sketches are a stage of procedure preliminary to working drawings. The working drawings are the technical plans used by the contractor and subcontractors in translating the sketches into an actual building.

### Tomorrow May Be Late

The postponement of all building except that required for the war has developed a vast reservoir of postponed construction demands. This demand, coupled with all the



*St. Helena's Parish Building, The Bronx, New York City, Described in The Catholic School Journal, October, 1942, Houses the Church, School, Convent, and Auditorium. The Rectory, on the Left, is Attached to the Main Building.*

problems which are peculiar to a transition from a war economy to a peacetime economy, will bring acute problems to those who aspire to build immediately following the termination of the war. There is detailed data available which explains this aspect of church and school planning about which the editors of this magazine undoubtedly would gladly advise its readers if desired. The limitations of this article do not permit of elaboration on all the points involved.

The question which seems to perplex prospective builders more than any other is that of the probability of new materials, new methods, new everything, which would render even preliminary plans null and void when it came time to build.

There need be no such fear. This statement is based on a long experience in pre-war construction, on a large volume of varied war projects, and on the simultaneous experience of preparing sketches, working drawings, and specifications for major postwar projects.

Improved materials or new methods would be welcomed. Throughout the history of the construction industry new materials and methods have been introduced and utilized — from the man-drawn drays of the Pharaohs to the tremendous cranes and power devices of today.

No new product or device can be produced and marketed in a few short years. Each such item must stand the test of time before it can be universally acceptable, providing marketing outlets are also available. New products, new methods grow and are absorbed

through an evolutionary process rather than a revolutionary one. The ingenuity and scientific advances of the war have not been directed to the building industry, but toward the weapons and agencies of war. It must be remembered these weapons and agents are new, relatively so, such as the airplane, whereas the construction industry is old, going back to prehistorical times. It is unreasonable to anticipate that a span of a couple of years would revolutionize an industry which has been growing and progressing for centuries.

It should be realized that the preliminary sketches, already mentioned, have no relation to the ultimate utilization of various materials. Although the outline specifications which accompany sketches indicate the basic materials to be used, this does not necessarily mean a final commitment. Availability of materials will be a postwar factor, and will be covered in the final and complete specifications, with addenda as required.

The architectural and engineering profession as a whole will be quite busy when the war clearly approaches an end. Some may even be compelled to decline otherwise desirable projects. At this time a prospective builder of a church or school has many factors on his side. He can select his architect from a wider range of choice, can study the architect's proposals and sketches in a more leisurely and effective manner; can, if expedient, utilize such plans and perspectives for financial campaigns, and be assured also that such a procedure is his best guarantee for a satisfactory and economical result.

#### Planning Takes Time

It is true that every man enjoys participation in some capacity in a building operation. This is true from the "sidewalk superintendent" to the owner, who proudly straddles steel beams awaiting erection and feels the tingle and glow from watching his building dream come true. It is a more sobering thought to realize that the changes which can be made on paper by an old-fashioned eraser are no expense, whereas subsequent changes after construction and fabrication have started are very costly second guesses. The time spent on preliminary studies by all who are concerned, or are to be concerned, such as the pastor, the school principal, and the various department heads is the best protection against costly errors of commission and omission.

The architect, by virtue of his profession, does not have any miraculous powers to foresee the operating techniques which vary with different people, but he can co-ordinate, guide, enlighten, and plan far more intelligently and economically and produce far superior results when he has the time and various elements available which are conducive to success.

There are examples of timely planning ahead, but as yet this practical common-sense approach to an inevitable problem has not been widespread. Now is the time to plan and thus to insure yourselves against what we so regrettably knew some months ago — "too little and too late."

# Which?



## Which One You Teach

Here is a JAM HANDY Slidefilm  
Kit-set to help you

**Eight hundred and eighty-eight** lighted pictures comprise the Jam Handy Kit-set on *Basic Electricity*. Each picture "talks to the eye" presenting information quickly and clearly. These 888 illustrations—drawings, photographs, diagrams, arranged in 12 slidefilms—help teach basic principles of electricity vividly and thoroughly.

**Fundamentals of Electricity** (PIT 101) is composed of lighted pictures, photographs, cross-sections, drawings and diagrams. This set of 1,581 pictures is correlated with Government PIT Training Outline 101—matching an appropriate slidefilm with each section of the Outline.

Such slidefilms help teachers carry heavy teaching loads and still do an excellent job of teaching—good teaching plus effective visualization equals success in getting understanding throughout the classroom.

**Easy to use**, technically correct and authoritative, these slidefilms provide a complete step by step

visual explanation of electrical principles.

**Try these slidefilms** in your classes: you may prove for yourself without charge, the value of either of these Jam Handy Kit-sets. Whether you are teaching Basic Electricity or Fundamentals of Electricity, mail the coupon below to learn how you can have a free ten day trial of the pictures you want in your classroom.

THE JAM HANDY ORGANIZATION, Inc.  
2900 East Grand Boulevard, Detroit 11, Michigan

G 14

Please send without obligation full details on how I may try out in my classroom:

- Basic Electricity Slidefilm Kit-set
- Fundamentals of Electricity Slidefilm Kit-set (PIT 101)
- Please enter our order for the Basic Electricity Slidefilm Kit-set of 888 pictures at \$45.75 f.o.b. Detroit.
- Please enter our order for the Fundamentals of Electricity Slidefilm Kit-set of 1,581 pictures at \$73.25 f.o.b. Detroit.

Name .....

Position .....

School .....

Address .....

## Catholic Education News

### SIGNIFICANT BITS OF NEWS

#### N.C.E.A. Superintendents Meet

The twenty-eighth semiannual meeting of the school superintendents' department of the National Catholic Educational Association held a two-day session in Pittsburgh in October. Very Rev. Msgr. D. F. Cunningham of Chicago was elected president to succeed Rev. James T. O'Dowd of San Francisco. Rev. Leo M. Byrnes of Mobile is the new vice-president and Rev. John J. O'Brien of Clarksburg, W. Va., is secretary.

Among the resolutions of the meeting was a pledge that Catholic schools shall continue cooperation with all government agencies in all educational and other measures to aid the war effort and an exhortation to parents to be especially mindful of responsibilities toward the young

so that the rising tide of juvenile delinquency may be abated. An important resolution against race discrimination read as follows:

"Looking to our country's profession as indicated in Christ's teaching on the Mystical Body and recognizing the unhappy conditions that now exist by reason of race tension, we respectfully urge those in authority in the fields that constitute areas of tension to address themselves to the necessity of creating equal opportunity for all—more especially do we refer to the fields of civil rights, education, labor relations, public welfare, agriculture, and governmental employment."

#### Queen's Workshop of the Air

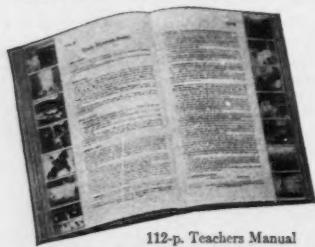
The Queen's Workshop of the Air, sponsored by The Queen's Work, 3742 W. Pine Blvd., St. Louis 8, Mo., announced in the December issue of THE CATHOLIC SCHOOL JOURNAL (p. 14A),



### A COMPLETE LIBRARY OF CLASSROOM FILMS For Review and Preview of Social Studies

Words are inadequate to describe this fitting cornerstone for the School Film Library: FILMSETS—forty-eight 16mm silent teaching films covering 22 Economic and 26 Regional subjects in a manner that holds classroom attention, leaves lessons of the day indelibly implanted on the student mind.

112-page Teachers' Manual with 672 illustrations from the films adds to FILMSETS' effectiveness.



112-p. Teachers Manual



Self-Humidizing Film Cabinet

Literature, TWO sample films and manual will be sent without obligation that you may convince yourself of FILMSETS importance to teaching TODAY.

### Make DeVRY Your Classroom Film Source!

Earn attractive discounts for long term bookings and get the benefit of a splendid selection of top-flight 16mm sound and silent EDUCATIONAL and Hollywood-type sound RECREATIONAL Films—films for every occasion and every type of audience. If you haven't already done so, write for your NEW DeVRY Film Book. It's FREE. DeVRY CORPORATION, 1111 Armitage Ave., Chicago 14, Illinois.



Star awarded for continued excellence in the production of motion picture sound equipment.

**DEVRY**  
New York • CHICAGO • Hollywood

DEVRY 16MM SOUND-ON-FILM PROJECTORS ARE PRECISION ELECTRONIC INSTRUMENTS



DeVRY  
16mm. Sound-  
on-Film Projector



has released its first offerings to parish groups and schools. These are two complete Christmas radio scripts: *Legacy of Youth* (13 characters, 10 m. and 3 f., 50 cents) and *Bethlehem Symphony* (songs and hymns, 10 characters and chorus, 50 cents). Also available are three 15-minute dramatizations of celebrated Catholic heroes (25 cents each). And Mrs. Schroeder's *Handbook for Catholic radio work* will be published in January. Special individual service will be given to priests and religious in the preparation of radio material.

#### Fordham Adopts Lublin

Fordham University, on October 31, formally adopted the Catholic University of Lublin, Poland, the faculty of which has been interned and the library of 140,000 volumes removed to Germany. A Lublin room has been set aside at Fordham. At the ceremony, Fordham conferred the honorary degree of doctor of laws on Wladyslaw Raczkiewicz, exiled president of Poland who is now in England. Fordham is thought to be the first university in the western world to adopt a European school in exile.

#### High School Enrollment Up

In the dioceses of Cleveland and Youngstown (combined) the high school enrollment in September, 1943, was 15 per cent higher than in September, 1942. The figure for 1943 is 9354; in 1942 it was 8134.

Catholic high schools in the Archdiocese of Los Angeles for September, 1943, reported an increase in enrollment over that of the previous year, while public senior high schools in the areas reported a decrease. The elementary schools of the latter archdiocese also reported for September about 35,000 pupils, an all-time high, due, in part, to the large influx of workers into southern California.

Early estimates of the fall enrollment in the high schools of the Archdiocese of Detroit indicated no decrease, despite the draft of seniors and wartime jobs for youth.

#### Brooklyn School Report

On November 1, 1943, Rt. Rev. Msgr. Joseph V. S. McClancy, superintendent of schools for the Diocese of Brooklyn, issued his report for the school year from September, 1942, to August, 1943.

The diocese had, last year, 215 elementary and 46 high schools with 121,346 and 16,363 pupils respectively—an increase of 988 over the year 1941-42.

Although the usual increase of five new school buildings per year is impossible during the war, many pastors and several communities have architects at work on new elementary and secondary buildings for postwar erection. Last year, however, three new Sisters' high school buildings were erected.

The report calls attention to the recent growth of kindergartens in the diocese. Pastors have favored the movement in order to check the loss to Catholic schools of some of the children who begin their education in public kindergartens. With the cooperation of St. John's University in training the teachers, there are now 71 Catholic kindergartens in the diocese.

Msgr. McClancy, very properly called attention especially to the well-organized and carefully supervised course of study in religion for elementary and high schools with related activities including retreats and encouragement of vocations.

#### Preinduction Courses

St. Boniface High School at Cold Spring, Minn., enrolling 160 pupils in charge of Benedictine Fathers and Sisters, offers compulsory physical education for boys and preinduction shop courses including electricity and automotive mechanics, and gives credit for welding in a defense school after school hours. The school also offers a special course in aeronautics, and stresses science and mathematics.

(Concluded on page 16A)

Spencer GK Delineascope in use in an Army Air Force Technical Training Corps classroom, Univ. of Chicago.

## Seeing and Learning Quickly

In the first 28 months of its existence since March 1941, the Army Air Force Technical Training Command turned out more than 500,000 ground and combat crew technicians. An amazing total contrasted with the record of the preceding 20 years during which the Army Air Corps had graduated only 14,803 such technicians.

One factor which is helping to instruct such unprecedented numbers in so short a period is the use of visual methods. Spencer Delineasopes are in daily service in this vital work.



Optical instruments are so vital to war and public health that the nation's needs absorb practically all of Spencer's greatly increased production.

**Spencer** LENS COMPANY  
BUFFALO, NEW YORK  
SCIENTIFIC INSTRUMENT DIVISION OF  
AMERICAN OPTICAL COMPANY

## Does Your School Need LABORATORY FURNITURE?

If so, We Can Help You  
**TWO WAYS**

### First:

There are no federal restrictions on the purchase of Laboratory Furniture at this time and we are in excellent position to serve you.

Write us your requirements.

### Second:

We will show you how Kewaunee's "Cut-Cost" plan of Unit-Assembly construction has lowered prices on Laboratory Furniture you need.



C. G. Campbell, President  
5010 S. Center St., Adrian, Mich.  
Representatives in Principal Cities

## "American" craftsmanship still serves young America

THEY learned the lessons of liberty in thousands of classrooms, at desks and seats fashioned by American Seating Company craftsmen.

Today, these youngsters whom you taught, now grown to young men, learn the stern arts of air warfare on the stout wings produced by that same "American" artistry.

They will return with Victory, to become the solid citizens of tomorrow.

So will all the familiar, time-proved peacetime products of American Seating Company return to your service tomorrow, along with new ones. They will be the very best we know how to design and build, and they will serve you long and well.

For more than two years we have been devoting a substantial portion of our facilities to the production of airplane wings and assemblies for many of America's training and combat planes.

Pilot seats, too, American-built, fly with Douglas, Republic, Curtiss-Wright, Stinson, Boeing and Fairchild in the famed *Havoc*, *Thunderbolt*, *Warhawk*, *Sentinel*, *Kaydet* and *Cornells*, while the *Flying Fortress* carries ammunition in special containers of our manufacture.



**American Seating Company**

GRAND RAPIDS, MICHIGAN

WORLD'S LEADER IN PUBLIC SEATING

Manufacturers of Theatre, Auditorium, School, Church, Transportation and Stadium Seating  
Branch Offices and Distributors in Principal Cities

## Catholic Education News

(Concluded from page 14A)

### Lunches for Pupils

Six million children in the nation in public, parochial, and private schools are participating in the school lunch program for the current year's activity of which Congress appropriated \$50,000,000.

### Centennial of Founder

The Sisters of St. Joseph are celebrating the centennial of the death of their founder, Mother St. John Fontbonne. Mother St. John re-established the order at the conclusion of the French Revolution, and sent the first band of six members to America in 1836.

### Mission Drama Contest

A mission drama contest, open to professional and nonprofessional writers, has been announced by the national office of the Catholic Students' Mission Crusade, Crusade Castle, Shattuc Ave., Cincinnati 26, Ohio. The purpose is to provide plays with a missionary theme for use without royalty by school and parish dramatic clubs. There will be three prizes—\$125, \$50, and \$25. The prizes have been donated by the Maryknoll Society. Manuscripts must be at headquarters not later than Easter Monday, April 10, 1944. Further details may be obtained from Crusade headquarters.

### The Teaching Vocation

At the annual vesper service for the Sisters teaching in the schools of the Archdiocese of

New York, on September 19, Rev. Allan P. Farrell, S.J., assistant national director of the Jesuit Educational Society, delivered an appealing sermon on the excellence of the teaching vocation. "It is," he said, "to mold a soul which shall bear the marks of your teaching when it stands before the throne of God. . . . What a privilege it is to be allowed to teach individuals, with all their willfulness and little ingratitudes and immaturities, who are worth more than all the money in the world, unto the greater honor and glory of God and of the salvation of souls!"

### PERSONAL NEWS ITEMS

¶ REV. JAMES H. EDING, C.M., died in Brooklyn, N. Y., November 8, the day following the forty-second anniversary of his ordination. He was 70 years old. He served as a Knights of Columbus chaplain during World War I, spending Christmas Eve of 1917 in the Argonne Forest hearing confessions.

¶ VERY REV. MICHAEL JAGLOWICZ, C.R., superior general of the Resurrectionist Congregation, died November 10, at Lebanon, Ky. He had been president of St. Mary's College at Lebanon, Ky., first general in North America, delegate general of the houses in North America. Since 1932 he has been superior general residing in Rome. During a visitation in America the war broke out, and he was unable to return to Rome.

¶ REV. PAUL F. TANNER, of the youth department of the National Catholic Welfare Conference, is one of the newly appointed members of the National Advisory Committee of Allied Youth, Inc. This organization, which maintains headquarters in the N.E.A. Building in Washington, D. C., is now conducting a nation-wide campaign against the use of alcoholic drinks by youth.

REV. JOSEPH P. ZUERCHER, S.J., president of Creighton University (Omaha, Neb.) for the past six years, is the new provincial of the Missouri Province of the Society of Jesus. He succeeds REV. PETER A. BROOKS, S.J. His successor as president of Creighton University is REV. THOMAS S. BOWDERN, S.J., who has been dean of the graduate school.

¶ SISTER MARGARET MARY FEUDGE, dean of Immaculate Heart College, Los Angeles, Calif., died November 9. She was one of the founders of the college and the author of a textbook on the history of California for use in Catholic schools.

¶ SISTER M. SYLVIA is the new president of Marywood College, Scranton, Pa. The school is conducted by the Sisters, Servants of the Immaculate Heart of Mary.

¶ SISTER M. ALICE, O.P., head of the English department at Mt. St. Mary-on-the-Fox, St. Charles, Ill., has received the major award for an essay in a contest sponsored by the University of Michigan. Her entry was entitled "Essays and Sketches," which included a critical essay on the work of Alice Meynell.

¶ BROTHER EUGENE, O.S.F., principal of St. Francis Xavier School, Brooklyn, N. Y., for 29 years, celebrated on November 15 his golden jubilee as a Franciscan Brother.

¶ BROTHERS BONIFACE OF MARY and APPELES JASPER, F.S.C., of La Salle Military Academy, Oakdale, L. I., N. Y., celebrated the fiftieth anniversary of their entrance into the Brothers of the Christian Schools on November 27.

¶ THE HONORABLE VICTOR ANDRES BELANDE, vice-rector of the Catholic University of Lima, Peru, received the honorary degree of doctor of laws from the Catholic University of America, at Washington, at the formal inauguration of Rt. Rev. Msgr. Patrick J. McCormick as seventh rector, November 19.

¶ MISS DOROTHY J. WILLMANN, national secretary of parish Sodalities and an associate editor of *The Queen's Work*, has been chosen, for the third consecutive year, a member of the board of directors of the National Catholic Rural Life Conference—the first woman on this directorate.

## Sixty-one Years OF SPECIALIZED SERVICE



Good Food for Pleased Guests

Sexton selects for you and delivers to your kitchen the choicest yield of the seven seas. Every item, from the tiny sardines to the giant tuna, is chosen to meet your exact need, to please your peculiar guest, to assure your essential profit. Sauce and dressings are skilfully processed in Sexton Sunshine Kitchens exclusively for the restaurant and institutional table. This all-out specialization is unique; it has made Sexton the standard of comparison.



John Sexton & Co., 1944

## To Sister Superiors of Elementary Schools, Diocesan Superintendents, and to Community School Visitors!

Leading the little ones to Christ is quite literally the privilege of the teachers of First Communionists. Indirectly it is the privilege of those who guide and supervise these teachers. The honor, however, is also a weighty task.

First Communicants must be trained in the necessary truths of faith; and more, they must acquire devotion befitting their age. This involves the education of mind, heart, and will.

In all this preparation, and in the follow-up, the child's prayer plays an important role. While there are many forms of prayer and various techniques for teaching it, a prayer book is at least one instrument in imparting its spirit.

A prayer book for First Communicants ought to meet their special needs and interests. Contents and content-form are of more lasting importance than the eye appeal of the cover.

Its prayers should be those that a seven year old can follow. Its vocabulary should be of first- and second-grade level. Its pictures, page size, and type should be adapted to the requirements of children who have just attained the use of reason.

As coauthor with Sister Mary Magdela, of the Sisters of Notre Dame of Cleveland, and in collaboration with Miss Mary Zimmer, the artist, and The Bruce Publishing Company, we have tried to carry out these objectives in a new First Communion Prayer Book, entitled "WELCOME, JESUS." The book has several features, calculated to realize these purposes, that are new to the field.

— Rev. George M. Dennerle  
Director, Confraternity of Christian Doctrine  
Cleveland, Ohio

# A New Prayer Book for First Communion

# WELCOME, JESUS

By the Rev. GEORGE M. DENNERLE, Director, Confraternity of Christian Doctrine  
Cleveland, Ohio

and SISTER M. MAGDELA, S.N.D., M.A., Elementary School Teacher

Now, a First Communion prayer book which has actually been planned from beginning to end to meet the needs and capacities of First Communicants! Not an adult prayer book in special binding, but entirely adapted to the mind and the heart of the youngster. Written in sense lines, in large, clear type on smooth, opaque paper, the prayers are suited to the child's vocabulary and thoughts.

Forty illustrations, some in color, others in black and white, are included. They were especially drawn for this book by Mary Zimmer and were designed to appeal to modern boys and girls of seven and eight years of age.

Besides the special prayers for the day of First Communion, the authors of WELCOME, JESUS have provided daily prayers, and prayers for Mass, Confession, Communion, visits to the Blessed Sacrament, Benediction, and Stations of the Cross—all of which are presented in language which the First Communicant can actually understand.

Everything about WELCOME, JESUS—vocabulary, length of prayers, illustrations, size and face of type, arrangement of sentences into sense lines, the absence of italics—has been designed by experts to make possible a First Communion prayer book which will really make a devotional contribution to that greatest of all days in the life of a child, his First Communion day.

Note these distinctive features of WELCOME, JESUS—

- ★ Sense lines, instead of page lines, for all prayers to help the child in understanding the thoughts
- ★ Large page to give adequate space for pictures and to allow for readable type
- ★ Vocabulary that has been checked against standard word lists
- ★ Simplified liturgical and traditional prayers to meet the mind range of a small child
- ★ Specially-made pictures, in offset color and black and whites; some action pictures, others devotional

## A LITTLE KEEPSAKE OF MY HAPPIEST DAYS

This is a paper-bound novena booklet to accompany WELCOME, JESUS. Prepared by the same authors, it contains prayers based on a flower motif for the nine preceding days, plus prayers for Confession, First Holy Communion, and Confirmation. With the introduction of the booklet, WELCOME, JESUS may be reserved for the festive day, yet the child has all the prayers necessary for adequate preparation. Illustrated, 3 $\frac{3}{8}$ " x 5", 56 pages, 20 cents.

# Communicants JESUS

of Christian Doctrine, Pastor,

chool Teacher, Cleveland

Typical of the colored illustrations are these two actual reproductions from the book

Available in a variety of beautiful, substantial bindings, both in black and in white



All of the material has been carefully divided into ten distinct parts, as indicated in the table of contents:

**PART ONE**

My Daily Prayers

**PART TWO**

At Holy Mass

**PART THREE**

Visits With Jesus

Benediction and Stations

**PART FOUR**

When I go to Holy Communion

**PART FIVE**

When I Go to Confession

**PART SIX**

Visit With Mother Mary

**PART SEVEN**

Visits With Saint Joseph

**PART EIGHT**

My Angel and I

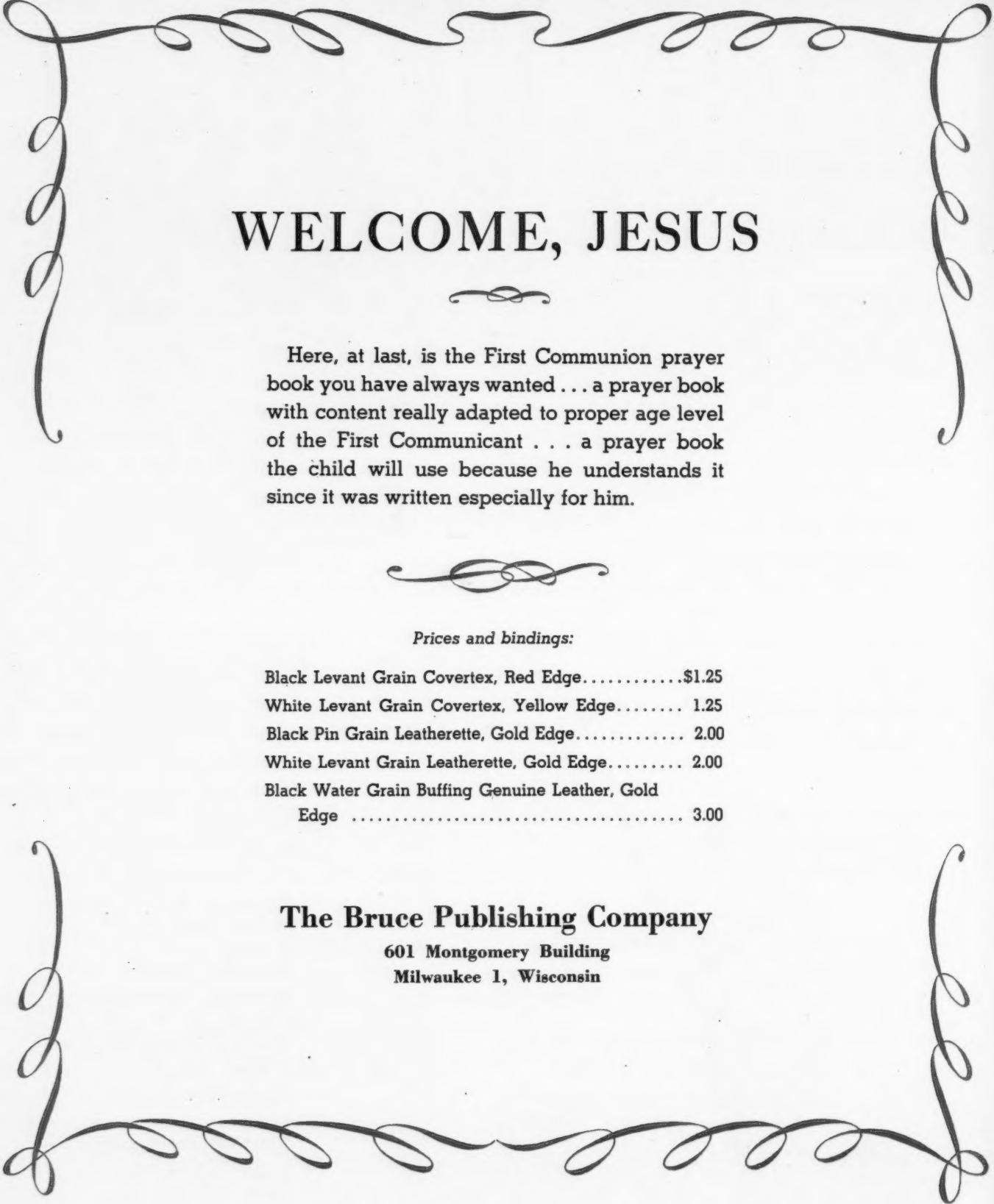
**PART NINE**

My First Communion Day

**PART TEN**

My Confirmation Day

# WELCOME, JESUS



Here, at last, is the First Communion prayer book you have always wanted . . . a prayer book with content really adapted to proper age level of the First Communicant . . . a prayer book the child will use because he understands it since it was written especially for him.



#### Prices and bindings:

Black Levant Grain Covertex, Red Edge.....	\$1.25
White Levant Grain Covertex, Yellow Edge.....	1.25
Black Pin Grain Leatherette, Gold Edge.....	2.00
White Levant Grain Leatherette, Gold Edge.....	2.00
Black Water Grain Buffing Genuine Leather, Gold Edge .....	3.00

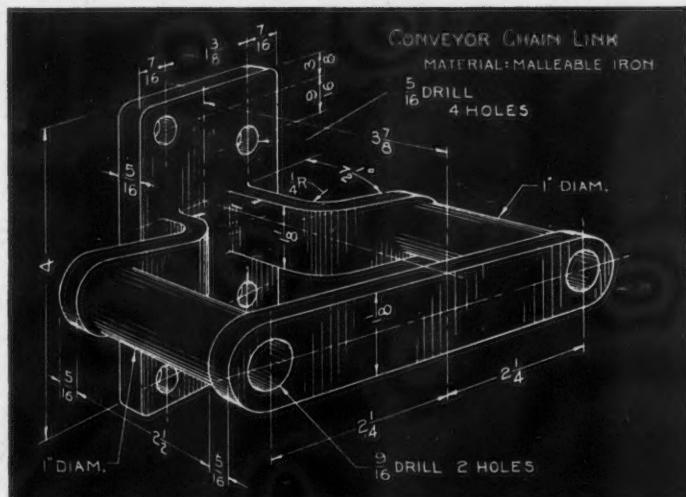
**The Bruce Publishing Company**

601 Montgomery Building  
Milwaukee 1, Wisconsin

## LET YOUR "P. I. T.s" TACKLE THIS ONE!

The ability to read blueprints will be an invaluable asset to Pre-Induction Trainees after they get into service. Working on problems like this will help them learn: ask them to draw the correct orthographic views of this Conveyor Chain Link.

Let them approach the problem right—with Dixon Typhonite Eldorados in hand. The smooth, dense, precise lines made by the uniform Typhonite leads are a first step to drawings that blueprint clean and sharp. Your students will derive satisfaction as well as experience from working with this favorite tool of professional draftsmen.



**SOLUTION:** We will send you a free blueprint showing the solution of this problem. Write to the address below within thirty days. Specify Blueprint No. 74-J1.

## TYPHONITE ELDORADO



SCHOOL BUREAU, PENCIL SALES DEPT., JOSEPH DIXON CRUCIBLE COMPANY, JERSEY CITY, N. J.

### New Books of Value to Teachers

#### Latin America Pattern

By Rev. James A. Magner, Ph.D., S.T.D., and Others. Paper, 104 pp., illustrated. 88 cents. The Catholic Students' Mission Crusade, Cincinnati 26, Ohio.

In compiling this textbook, for high schools, Father Magner and his colleagues have done a distinct service to the cause of a knowledge of Latin America. They have condensed into a hundred pages about 400 years of history together with a background of geographical, social, and economic conditions which we need for intelligent participation in the present Good Neighbor movement. Each chapter is followed by a study guide and questions, and preceding the index is a list of books and teaching aids.

Any person, young or old, of average intelligence will be surprised at the amount of enlightenment on the history of Latin America (and its entanglements with that of Europe and the United States) he will receive from a careful reading of this brief summary. He will feel that he has been repaid handsomely for his attention; and, if his interest is that of an even amateur student, he will want to read such books as the chief author's *Men of Mexico*, and some of the works from which the authors have drawn material.

#### Modern Latin Conversation

By Robert T. Brown, C.M., A.M. Paper, 64 pp. 40 cents. D. C. Heath & Co., Boston, Mass.

These practical and simple lessons in Latin conversation will put new life into any class. They demonstrate at once to the student that conversation in Latin is both feasible and easy. All that is needed is an organized series of lessons such as these which supply the necessary vocab-

ulary with each lesson with a very few needed explanations. Appendixes supply idioms and specialized vocabularies, and there is a complete *vocabularium generale*.

#### Pattern for Tomorrow

By Sister M. Juliana. Cloth, 136 pp. \$2. The Bruce Publishing Co., Milwaukee 1, Wis.

This is an outstanding book. In the first place, it is interesting fiction. But it is a story with a purpose; namely, to set forth truthfully and vividly, with firsthand evidence, some conditions in our country that cry loudly for improvement, and the remedies proposed and put into practice by the Catholic Rural Life movement. This national movement and the author of this fine story do not say that all people should be farmers but they show how decentralization and cooperation plus religion will work wonders individually and socially and they prove their assertion with actual examples of what has been done. This story teaches more fundamental sociology than most textbooks, with all respect to honest textbooks.

A carefully planned Teacher's Manual, called Part II of *Pattern for Tomorrow*, is intended for high school classes. It is based on the story of Part I but, in addition to lesson outlines, it gives details with the names of the actual persons and places and dates on which the story is based. *Square Knot, Tatting, Fringe, and Needlework*

By Raoul Graumont and John Hensel. Cloth, 125 pp. \$1.50. Cornell Maritime Press, New York.

This distinctly manly book brings the ancient art of macramé up to date and provides the square knotter with new designs and present-day articles of use value. The illustrations are superbly clear and the directions are simple and complete. The occupational therapist will welcome the work, as will boy and girl scout executives.

#### Planes for Bob and Andy

By Huber, Salisbury and Gates. Cloth, 352 pp., illustrated. \$1.12. The Macmillan Co., New York, N. Y.

This new third-grade book of the Core-Vocabulary Readers, in telling a story of two boys who became apprentices to an exhibition aviator after World War I, certainly will make a lot of children air-minded.

The Core-Vocabulary Readers are prepared on the basis of a list of words most frequently appearing in basal readers. Questions and tests are placed at the end of chapters. The illustrations are numerous, many of them in red and black.

#### Here and There With Henry

By James S. Tippett. Cloth, 256 pp., illustrated. \$1. World Book Co., Yonkers 5, N. Y.

A new second reader, one of the four books in *The Henry Series*. This one shows children in the country.

#### Brebeuf and His Brethren

By E. J. Pratt. Cloth, 72 pp. \$1.25. The Basilian Press, Detroit, Mich.

The story of the North American martyrs told in blank verse by an outstanding Canadian poet. The whole detailed story, apparently reconstructed from the author's scholarly research, begins with spiritual longings in Europe and the chief hero's dedication of his life to Christ in the Society of Jesus, and proceeds, step by step, to depict the repulsiveness of life with the savages, the arduous journeys and sufferings, till the final martyrdom. Prominent Catholic critics praise the deep spiritual insight of the author who is not of the fold.

#### A Horse for Christmas

By Julie Bedier. \$1. Longmans, Green & Company, New York, N. Y.

A Chinese account of Christmas, addressed to children between the ages of 8 and 12.

#### Enjoying English

By Wolfe and Hamilton. Two books for seventh and eighth years. 448 pp. each, illustrated. Newson & Co., New York, N. Y.

These junior high school volumes, added to the

(Concluded on page 22A)

## New Books

(Concluded from page 21A)

four books for the senior high school, complete the *Enjoying English* series for grades 7 to 12. The subject of grammar is presented as something to be used in everyday life. Conversation and other forms of oral English are given attention together with the use of the dictionary, the encyclopedia, and the library. An outstanding feature of the books is the approach to composition through the interests of the children. We cannot refrain from saying that the authors, in some cases, have gone too far in introducing several ideas for composition, both in the text and in student themes that ought to be soft-pedaled in dealing with young pupils.

### Catechism of the Religious Profession

New edition, revised, 1943. Cloth, 230 pp. \$1.35. Brothers of the Sacred Heart, Metuchen, N. J.

This is a translation from the French and revised in conformity with the New Code of Canon Law. It treats only of the simple vows.

### The Catholic Rural High School

By Rev. P. E. Schneider, M.A. Paper, 63 pp. Dept. of Education, National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington, D. C.

A series of articles published previously in *The Catholic Educational Review* based on a dissertation written by the author at the Catholic University of America in 1942. What the Catholic rural school should be and how it can be perfected is the theme. Examples of successful experiments are given. The author is the diocesan superintendent of schools at Omaha, Neb.

### Wartime Social Studies in the Elementary School

By W. Linwood Chase. Paper, 59 pp. \$1. The National Council for the Social Studies, Washington, D. C.

Mr. Chase and his co-workers have compiled a useful collection of information, discussion, and outlines to aid teachers in conducting projects called for in teaching the meaning of the war and the proper attitudes among all the people of the world.

### Your English

By Clark and Hunter. Cloth, illustrated. Book One, 302 pp.; Book Two, 346 pp. Little Brown & Co., Boston, Mass.

Two books, each containing a year's work for the junior high school. The method used consists of explanation of a principle followed by examples and practice. The essentials of grammar are given due prominence and applied to oral and written composition.

### The Apostle of Alaska

By Sister Mary Mildred, S.S.A. Cloth, 303 pp. \$2.50. St. Anthony Guild Press, Paterson, N. J.

This book, a translation of the French work by Maurice De Boets, tells the adventurous story of a pioneer missionary who worked effectively among the Indians of Oregon, British Columbia, and Alaska from 1863 to 1886. It was during a trip to care for Indians in the frozen wilderness of Alaska that the Archbishop was killed by a mentally unbalanced servant. The translator has added valuable explanatory and informational notes based upon recently found facts.

### Children Under Fire

By S.M.C. Cloth, 65 pp., \$1.50. Longmans, Green & Company, New York, N. Y.

In this modest book, Sister M. C., best known as the author of "Brother Petroc's Return" tells how children between the ages of 4 and 14 have been living, studying, working, and playing under bombing from German airmen. It is an interesting story that lay folk will enjoy almost as much as will teaching nuns.

### Stunts and Tumbling for Girls

By Virginia Lee Horne. Cloth, 220 pp., illustrated. \$3. A. S. Barnes & Company, New York, N. Y.

This is one of the new books on tumbling expressly written for girls that came to the notice of this reviewer. However, it seems that the book could also be used with younger boys. Special administrative problems with girls are discussed. This profusely illustrated volume has a selected bibliography and a topical index. It is a good book for its purpose. — K. J. H.

### Arts and Crafts

By Marguerite Ickis. Cloth, 309 pp., illustrated. \$2.50. A. S. Barnes & Company, New York, N. Y.

This book is intended to be a practical handbook for the activities it treats. It might well serve this purpose in schools, clubs, camps, and wherever useful engagements can be provided for boys and girls. Among the activities presented are block and silk-screen printing, pencraft, book-binding, etc. There are also chapters on principles, designs, and equipment and an extensive bibliography and topical index for the conclusion. This book of an already favorably known author deserves a special recommendation. — K. J. H.

### The Play's the Thing

#### What Do Our Students Think?

By Joseph Mersand. Pamphlets. 39 and 36 pp. respectively. The Modern Chappbooks, 284 Montauk Ave., Brooklyn, New York.

The subtitle of the first-mentioned is *How to Appreciate and Enjoy the Drama*. In the second publication, the author presents four studies in pupils' reactions to radio, motion pictures, newspapers, and plays.

### Art and Poetry

By Jacques Maritain. Cloth, 104 pp. \$1.75. The Philosophical Library, New York, N. Y.

These essays and dialogues apply the principles established in the author's earlier work on *Art and Scholasticism* to contemporary artists and discusses the conflicts which affect the art of today.

**PLAN FOR TOMORROW WITH**

**Sheldon**  
LABORATORY AND VOCATIONAL FURNITURE

Here's an artist's conception of an art room of tomorrow. Radical? Yes! But — who can safely predict what changes or innovations will take place. In all frankness we say — let's talk things over. You have the ideas and knowledge of changes which tomorrow's requirements will demand. We have the successful practical experience in planning and building laboratory and vocational furniture. Through working together — planning together NOW, we can prepare to meet tomorrow's requirements.

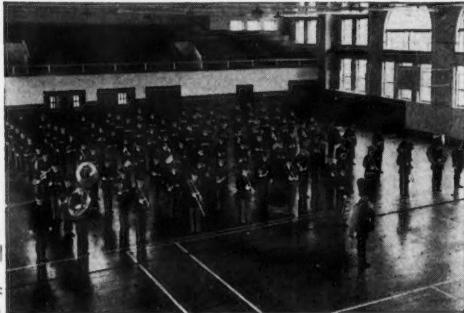
Write today and request that our Field Engineers call. You will find these engineers keenly alert to your needs — you will find them fully capable of helping you visualize and reduce to practice the ideas which you are now formulating. Plan now for tomorrow.

**E. H. SHELDON & CO. MUSKEGON, MICH.**

**E. H. SHELDON & CO. MUSKEGON, MICH.**

# 2 WAYS TO SAVE YOUR FLOORS!

*Protect* WITH HILLYARD FLOOR  
TREATMENTS & MAINTENANCE PRODUCTS



Super SHINE-ALL has not been surpassed for cleaning floors, woodwork, walls, furniture or any enameled, painted or varnished surface. It does an efficient, satisfactory and economical labor saving job. The Hillyard Engineer in your locality will gladly tell you more about it. Call or wire us today—no obligation.

When you Protect the surface of your floors you are saving them from untimely replacement—Hillyard Floor Treatments and Maintenance Products do **SAVE** Floors . . . the Hi-Quality of these products also saves on labor costs and produces clean, sanitary floors that sparkle with the true natural color of the floor.

## THE HILLYARD COMPANY

..DISTRIBUTORS HILLYARD CHEMICAL CO... ST. JOSEPH, MO... BRANCHES IN PRINCIPAL CITIES..

### FOR THE BEST IN SCHOOL UNIFORMS



When you want the most for your money in school uniforms, see Bruck's first. Years of experience have taught us how to give you fabrics, quality-workmanship, timely delivery and appropriate styles. Fabrics are scarce, so do not delay . . . send attached coupon for your Bruck representative at once.

Bruck Uniform Co. • New York • Chicago

Gentlemen: Please have your representative call upon me with samples of styles and fabrics for school uniforms.

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_

**BRUCK UNIFORM CO.**

387 FOURTH AVE., NEW YORK ★ 17 N. STATE ST., CHICAGO

### NATIONAL GYM SUITS FOR GIRLS



Send for new circular  
Just out!

It illustrates smart modern styled suits to meet every gym requirement, each an outstanding value in its field. National suits are recommended by hundreds of Physical Directors throughout the nation.

★ NATIONAL gym suits are carefully manufactured and full cut with "action free" tailoring.

★ All NATIONAL fabrics are mercerized for extra tensile strength, an added feature for longer wear.

★ NATIONAL styles are smart and modern—tailored to look and wear to your complete satisfaction.

SEASON'S  
BEST  
VALUES

**NATIONAL**  
SPORTS EQUIPMENT CO.  
364-374 Marquette  
FOND DU LAC, WIS.

## New Supplies and Equipment

### NEW CHAIRMAN, AMERICAN BOOK COMPANY

Clifford B. Upton, professor of mathematics, Teachers College, Columbia University, was elected chairman of the Board of Directors of American Book Company effective November 1, 1943. He has been a member of the Board for a number of years and has taken an active part in the affairs of the company. Mr. Upton succeeds A. Victor Barnes, who requested the Board to accept his resignation as chairman. Mr. Barnes has been associated with the American Book

Company for nearly fifty years in various capacities. He will remain on the Board as a director.

### ENCYCLOPAEDIA BRITANNICA ACQUIRES ERPI

The Erpi Films' Library, which is extensively used in classrooms throughout the United States and in many foreign countries, has been acquired by Encyclopaedia Britannica. Ownership of Erpi Classroom Films, Inc., brings into the Britannica organization the world's largest producer and distributor of instructional sound films. Included are more than 200 educational subjects in 16 fields of knowledge, embracing films in the fields of American history, animal life, art, astronomy, athletics, chemistry, child growth, geography, music, social sciences, and social studies.

### CATHOLIC SLIDE FILMS

Three outstanding slide films and a series of 2 by 2-inch Kodachrome slides for those of the Catholic faith are announced. These films are a part of a series. The titles now available are "The Ceremonies of the Roman Rite, Low Mass," "The Vestments of the Roman Rite," and "The Altar and Ceremonial Requisites." The slide films are black and white, but the principal scenes are also available in Kodachromes. The full richness of "Vestments of the Roman Rite" is brought out in the natural color slides. The slides and slide films were prepared under the supervision of the Catholic University of America. Manuals designed to assist the teacher in building an understanding of significant acts of worship have been prepared by professors at the University.

*Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Ill.*

For brief reference use CSJ — 110.

### "TALKING" SCIENCE LIBRARY

A "talking library" covering a wide range of subjects down to the latest discoveries in the world of electronics has been made available for loan to high school classes. This library is made up of recordings of thirty programs selected from "Adventures in Research," a weekly radio feature designed to bring the world of science to the high school student. Typical programs include, "Why Smash Atoms," "Today's Ben Franklin," "Virus — Enemy of Life," and "Science As a Career." Transcriptions are now supplied through the Federal Radio Education Committee of the U. S. Office of Education in Washington, D. C. Later they will be available through 25 loan centers in different parts of the country.

*Westinghouse Electric and Manufacturing Company, East Pittsburgh, Pa.*

For brief reference use CSJ — 111.

### RESONANCE CALCULATOR

"Announcement of the release of a new slide-rule type rapid calculator, permitting quick and accurate determination of inductance, capacitance, and frequency components of series- or parallel-tuned RF circuits as well as inductance, turns per inch, wire type, wire size, coil diameter, and coil length for single-layer-wound solenoid-type RF coils. All values, in either case, are found with a single setting of the slide and are accurate to within approximately 1 per cent for coils ranging from  $\frac{1}{2}$  inch to  $5\frac{1}{2}$  inches in diameter and  $\frac{1}{4}$  inch to 10 inches in length. All possible combinations within these limits are shown. Wire types and sizes include 11 to 35-gauge plain enamel, 11 to 36-gauge S.S.C., D.S.C., and S.C.C., and 12 to 36-gauge D.C.C. The rule is also engineered to indicate: turns per inch from 10 to 160; inductance from 0.1 to 15 microhenrys; capacitance from 3 to 1000 micromicrofarads; frequencies from 400 kilocycles to 150 megacycles with equivalent wave lengths in meters. The speed and accuracy with which these factors can be related provide the engineer, maintenance man, serviceman, amateur, student, instructor, and experimenter with an invaluable tool."

*Allied Radio Corporation, 833 West Jackson Boulevard, Chicago 7, Ill.*

For brief reference use CSJ — 112.

### SHOW-HOW 1944 EDUCATIONAL FILMS

A prerelease announcement is made of new 1944 U. S. Office of Education series of educational films. These 16mm. sound motion pictures and 35mm. film strips will be available within 60 days. Subjects are Marine Machinery Installation, Coppersmithing, Pipe Fitting, Machine-Shop Work, Operations on the Engine Lathe and Planer, Blueprint Reading, How to Use the Slide Rule, and a host of others.

*Distributed by Castle Films, 30 Rockefeller Plaza, New York 20, N. Y.*

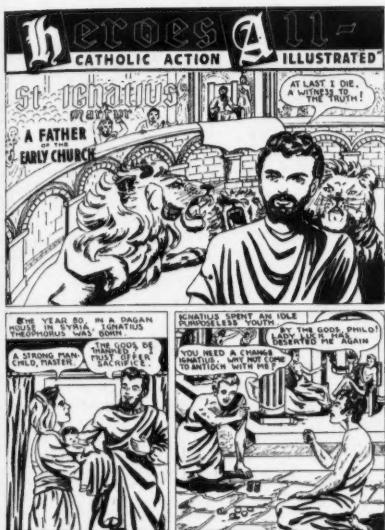
For brief reference use CSJ — 113.

(Concluded on page 25A)

### WHY TYPING TEACHERS GROW GRAY — *By Summers*



## COLORFUL CATHOLIC COMICS



HEROES ALL, beautifully lithographed in four colors is a picture-strip magazine for all Catholic boys and girls.

HEROES ALL IS EDUCATIONAL, INFORMATIONAL AND INSPIRATIONAL. It is a magazine eagerly awaited each month by its youthful readers.

Its exceptionally low cost—only 3c per copy to schools when ordered in group lots of ten or more—makes HEROES ALL easily available to every Catholic boy and girl.

Its varied content—presenting heroes of the church, heroes of our country, heroes of science and invention, exciting fiction and an unusual picture quiz—instantly attracts our modern Catholic youth.

Send in an order for your class or school today—that is the only way your students may obtain this splendid Catholic comic magazine. If you have not yet seen a copy of HEROES ALL, a penny postcard request will bring you samples. Send card to

**HEROES ALL**

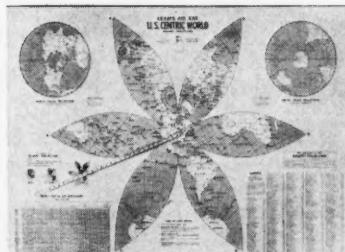
25 Graveland Terrace Minneapolis 5, Minnesota

## New Supplies

(Concluded from page 24A)

### THE AIR AGE WORLD MAP

Announcement is made of a new Air Age U. S. Centric World Map (gingery projection—will be 68 inches wide, 48 inches high, copyrighted and patented). On Cram's Air Age U. S. Centric



Air Age U. S. Centric World Map

Map one is enabled to see the world in equality of area, distance, and scale. A navigator flying a ship can plot his course by using a straight edge on the U. S. Centric Map just as a navigator sailing a ship plotted his course by using a straight edge on Mercator's projection.

The George F. Cram Company, Inc., 730 East Washington Street, Indianapolis 7, Ind.

For brief reference use CSJ—114.

### BAKING AND ROASTING OVENS

A comprehensive booklet, 8½ by 11 in., 28 pages, profusely illustrated, deals with repairs and maintenance of Roasting and Baking Ovens. It is timely as all repair parts can be furnished without priorities. The bulletin contains complete service and repair parts information.

Systematic checking and adjustment of combustion systems assures low fuel and service bills and will maintain uninterrupted the high efficiency that has been built into the oven.

The C. S. Blodgett Co., Inc., 53-59 Maple Street, Burlington, Vt.

For brief reference use CSJ—115.

### FOUNTAINS

Both drinking and wash fountains have been redesigned to conserve critical materials and yet to retain the basic advantages. A new catalog, 16 pages, 8½ by 11 in., profusely illustrated, showing units, parts, and representative installations, may be had. It covers many items necessary for proper sanitation in the school. Hand- and foot-controlled fountains, drinking bubblers, and soap dispensers, multi-stall showers, washroom planning, and specifications receive proper attention.

Bradley Washfountain Co., Milwaukee 1, Wis.

For brief reference use CSJ—116.

### EDUCATIONAL RECORDINGS

The New York University Film Library, Recordings Division, 71 Washington Square South, Springs 7—2000 Ext. 664, New York, N. Y., has available about 1000 recordings on social and economic problems, literature, history, science, etc., for classes and discussion clubs. Records available from this source include those of the University of Chicago Round Table broadcasts on the postwar world.

### AIR-AGE EDUCATION RESEARCH

A service for teachers, planned to advance the understanding of the implications of air transportation on the social, political, and economic phases, has been organized by a group of educators. It will be financed by American Airlines, Inc. Teachers and school administrators may obtain help in their aviation work from Air-Age Education Research, 100 East 42nd Street, New York, N. Y.



Today manufacturers are constantly faced with the problem of maintaining quality standards in the face of increasing shortages of materials. When, in spite of these conditions, a manufacturer actually improves his product, it is testimony to the alertness of his laboratories and production staffs.

Yes, The American Crayon Company has done just this! HYGIEIA, long the peer of quality blackboard crayons, is now even better than ever before. It is whiter, with increased legibility. It has smoother writing qualities, flowing over the blackboard softly, noiselessly. It erases easily and completely—a stroke of the cleaner leaves your blackboard clear of chalk particles, free of "ghost marks."

Hygieia never contained any ingredients that would harm your blackboards—irreplaceable now. Today, more than ever, it actually helps to preserve them. And it is wholly antiseptic of course.

In the long run, the best is the most economical. HYGIEIA is positive proof of this maxim.



THE AMERICAN CRAYON COMPANY  
1705 HAYES AVENUE SAN FRANCISCO  
NEW YORK SAN FRANCISCO DALLAS

## FREE EXAMINATION OFFER

Cram's AIR AGE

### U. S. CENTRIC WORLD MAP [ GINGERY PROJECTION ]

For the First Time On  
One Map  
— Straight Line Great Circle  
Routes  
— True Shapes of Land and  
Water Masses  
— Equal Areas and Equal  
Distances

Educators will find this map to be a real triumph in Mathematical Cartography—a world map with the United States as its center—one which places the top of the world where we are—a map that teaches Facts—leaves no room for guess work—and opens the door to true world geography.

It sells for \$12.00, but you may have one without a cent in advance for 10-day Free Examination by making request on your school letterhead. Or for further information send for Bulletin CG17.

THE GEORGE F. CRAM COMPANY, INC.

Dept. Sch. 10 730 E. Washington St.

Indianapolis 7, Indiana

### Beautiful HONOR ROLLS

#### A FITTING TRIBUTE

for those of your Church now in the armed forces.

Looks Like Bronze Plaques are cast from a special plastic formula, resembling bronze. Mounted on genuine walnut. Easily attachable nameplates may be ordered as needed.

All kinds of designs and sizes available. Modestly priced—within reach of all. Write for our beautiful illustrated catalog.

"Bronze Tablet Headquarters"

U. S. BRONZE SIGN CO.  
570 Broadway, New York 12, N. Y.

### for Plays— Pageants or Entertainments COSTUME FABRICS

#### ACCESSORIES AND DRAPERY

The **RIGHT** Type  
of Fabrics for . . .  
achieving fine effects  
**ECONOMICALLY!**

Ask for catalog  
and price list.

DAZIAN'S

142 W. 44th St. New York, N. Y.

## FREE EXAMINATION OFFER

### Cram's AIR AGE

### U. S. CENTRIC WORLD MAP [ GINGERY PROJECTION ]

## ARTISTS' WEBER MATERIALS

FINE ARTISTS COLORS IN ALL MEDIUMS

Catalog Vol. 700 to  
Teachers and Schools,  
on request.

PATRONIZE YOUR NEAREST  
WEBER DEALER

F. WEBER CO.

Manufacturing Artists' Colormen  
Since 1853

PHILADELPHIA, PA.  
St. Louis, Mo. Baltimore, Md.

## DESK OUTLINE MAPS

that are easily seen. Why ruin children's eyes? Compare our prices with the cost of making them on a duplicator.

8x10½" Seven Titles—G1 United States, G2 Europe, G3 Asia, G4 Africa, G5 North America, G6 South America, G9 World.

Note these prices. Any Assortment. We pay the postage anywhere in the U. S.

100 to 499 maps, .70 per hundred  
500 to 999 maps, .60 per hundred

GENIESSE MANUFACTURING COMPANY  
P. O. Box 828 Milwaukee 1, Wisconsin

## UNIFORMS

NEW style Book, showing BAND and DRUM CORPS Uniforms IN COLORS. Also special designing. Wonderful line of samples.

Write us first.

DeMoulin Bros. & Co., 1047 South  
Fourth Street, Greenville, Illinois



## MAGAZINE BINDER

Helps save the good ideas until permanently bound. Binder is strong, durable, oversize and opens flat.

Only \$2.00, plus postage. Order now.

THE CATHOLIC SCHOOL JOURNAL Dept. C144  
Milwaukee 1, Wis.



## A Merry Christmas and A Happy New Year To All

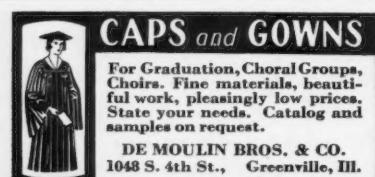
We are today grateful to the Sister Supervisors who helped us compose our Library circulars.

CATHOLIC BOOK & SUPPLY CO.  
So. Milwaukee, Wisconsin

## The 1944 Supplement to FRENCH'S CATALOGUE OF PLAYS

is NOW READY for DISTRIBUTION

Please send SAMUEL FRENCH  
for your 25 West 45th Street, New York  
copy today. 811 West 7th St., Los Angeles



## KNOW YOURSELF

by  
Rev. Joseph Malaise, S.J.

\$1.00 No Discount  
Based on the Following of Christ

## HOW TO THINK

or  
How to Analyze, Associate, Memorize, and Reason

by  
Arthur D. Fearon, Ph.D.  
For High School and Junior College Students.  
Paper bound \$1.50 Cloth bound \$2.00  
194 pages Educational discount  
COLLEGE PUBLISHING COMPANY  
2309 Webster Street San Francisco 15, Calif.

## PLAYS

Action Songs, Skits  
Operettas and Entertainment  
For Every Occasion

Send for Free 1944 Catalogue

BANNER PLAY BUREAU, INC.  
449 Powell St. San Francisco 2, California

## For Religious Goods



..... Ask  
LOHMANN

An extensive and complete line of religious articles—everything from holy pictures to altars from one source—enables us to offer the best quality at lowest prevailing prices, and assure prompt service. Ask for general catalog No. 152M.

Distributors of regular and large editions of celebrated Saint Andrew Daily Missal by Dom Gaspar Lefebvre, O.S.B.

THE E. M. LOHMANN COMPANY

Booksellers—Manufacturers—Importers  
Ecclesiastical Goods

413 Sibley Street, St. Paul, Minnesota

*Illustrate*



### S.V.E. MODEL DD PROJECTOR

for showing single and double frame slidefilms and 2" x 2" slides in classrooms or small auditoriums. Complete with 150-watt lamp, Anastigmat lens, S. V. E. rewInd take-up, semi-automatic vertical slide changer, heat absorbing filter, and leatherette carrying case, \$60.00.

Price subject to change without notice.

**SOCIETY FOR VISUAL EDUCATION, INC.**  
100 EAST OHIO STREET

## VOCATIONAL TRAINING COURSES

*with SLIDEFILMS*

*and S.V.E. Tri-Purpose  
PROJECTORS*

Since announcing the WPB release of S. V. E. Tri-Purpose Projectors for use in pre-induction and vocational training courses, the procedure for obtaining authority to purchase this equipment has been changed. Under the current ruling, prospective buyers submit form 1319 in triplicate to the Photographic Section, Consumers Durable Goods, War Production Board, Washington, D. C. These forms may be obtained from your S. V. E. dealer or by writing the Society, Attention Dept. CSJ.



**Dependable  
16 mm SOUND FILMS  
SELECTED FOR YOU  
by FATHER HUBBARD**



Here is a dependable Catholic film library, gathered for you over a period of 16 years by Father Bernard R. Hubbard, S.J., the Glacier Priest:

Timely world news reels; Catholic films of interest; Adventure and travel subjects in Africa, Alaska, Central and South America, Europe and the United States; Nature studies and sports; Vocational and industrial films; Selected cartoons and features.

Use this library for planning all your film programs. You can depend on Father Hubbard Educational Films. Write today for the new film catalog.

**FATHER HUBBARD  
EDUCATIONAL FILMS**

DEPT. SJ; 188 W. RANDOLPH ST.  
CHICAGO 1, ILL.

## Timeless TOPIX

As long as comic books are published and sold, children will read them. Although their manufacture cannot be controlled, their content can with purchases of TIMELESS TOPIX. Teachers who make this Catholic answer to the comic book available to students have a guarantee that the precious work of building the Faith will not be torn down by harmful reading outside of class.

Current TOPIX issues are carrying the nationwide Song of Bernadette Contest with \$4,200 in cash and merchandise prizes for pupils and teachers.

TOPIX is sold in bundles (ten or more copies) to schools for 3c a copy. Each 16-page, full color copy retails for 5c. Send penny postcard for sample.

**TIMELESS TOPIX**  
128 E. Tenth St. St. Paul 1, Minn.

## INDEX TO ADVERTISEMENTS

Allyn and Bacon	4th Cover	Heroes All	25A
American Book Company	3A and 5A	Hillyard Company, The	23A
American Crayon Company	25A	Hubbard Educational Films, Father	27A
American Seating Company	15A	Jam Handy Picture Service, Inc.	13A
Ave Maria Press	6A and 7A	Kewaunee Mfg. Company	15A
Banner Play Bureau, Inc.	26A	Lohmann Company, E. M.	26A
Binney & Smith Co.	9A	Macmillan Co., The	3A
Bradley Co., Milton	4A	McCormick-Mathers Co.	2nd Cover
Bruce Publishing Company, The	Insert betw. 16-21A	Metal Arts Company	26A
Bruck's Uniform Company	23A	National Sports Equipment Co.	23A
Catholic Book & Supply Co.	26A	Pflaum Publishing Company, George A.	3rd Cover
Catholic Students' Mission Crusade	4A	Remington Rand, Inc.	24A
College Book Co.	26A	Roshon Organization, Russell C.	8A
College Publishing Company	26A	Scott, Foresman & Co., Inc.	2A
Cram Company, Inc., The Geo. F.	26A	Sexton & Company, Inc., John	16A
Dazian, Inc.	26A	Sheldon & Company, E. H.	22A
DeMoulin Bros. & Co.	26A	Sign, The	28A
DeVry Corporation	14A	Society for Visual Education, Inc.	27A
Dick Company, A. B.	10A	Southwestern Publishing Co.	2A
Dixon Crucible Co., Jos.	21A	Spencer Lens Co.	15A
Films, Incorporated	1A	Timeless Topix	27A
French, Samuel	26A	Underwood Elliott Fisher Co.	12A
Gaylord Bros., Inc.	9A	U. S. Bronze Sign Co., Inc.	26A
Geniesse Manufacturing Company	26A	Warp Publishing Company	4A
Ginn & Company	2A	Weber Co., F.	26A
Graubard's, Inc.	8A	Wilson Company, The H. W.	8A
Gregg Publishing Company	5A	World Book Company	5A
Heath and Company, D. C.	3A		

## FOR THE SCHOOL LIBRARY

To the questions — How shall I keep my library contemporary? How can I make it a real part of the educational program? What material is both modern and Catholic — the answer is THE SIGN.

Its many articles on current events, on the international picture, its reviews of books and movies — all written in a popular style and illustrated with many photographs — make THE SIGN a popular item in the magazine rack.

## FOR THE ENGLISH DEPARTMENT

Be  
Sure  
To  
Read

### "STALIN: Man of Steel"

A short biography of  
the Russian dictator

by

WILLIAM HENRY CHAMBERLIN  
in  
This Issue Of THE SIGN

For better or worse, the students you now teach how to read and what to read, will read more magazines in their future lives than they will books.

That suggests that you use a good magazine as supplementary material for your English courses. THE SIGN is not only interesting and wholesome, but contains as well excellent examples of the contemporary essay and short story forms, written by well-known authors. — See Group Rates below.

## FOR THE SOCIAL STUDIES

Discuss current events, economic and social affairs from individual copies of THE SIGN right on the students' desks. This alert, up-to-date magazine is a real teacher's aid, and one the students like as well. It is easy to read, informatively and interestingly written, fully illustrated. It gives the Catholic view of the modern world.

THE SIGN, Union City, N. J.  
Dear Father:

Please enter my subscription for \_\_\_\_\_ copies per month.  
(If you want the Jan. issue only, check here

Remittance enclosed.

Will remit on receipt of bill

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

## SPECIAL SCHOOL RATES

Single Subscription — \$1.50 per year

Group Subscriptions (10 or more) — 12c per copy

## THE SIGN

The National Catholic Magazine

UNION CITY

NEW JERSEY

20c per copy • \$2.00 per year

# Makes The Pupil Want To Learn



## THE 3 Confraternity MESSENGERS

For Catholic Children Not Attending Catholic Schools

Those who conduct religious instruction classes for Catholic children who do not attend Catholic schools find that the *Confraternity MESSENGERS* offer complete and comprehensive weekly units of study. The Baltimore Catechism provides the base around which the explanatory and illustrative material is built. In addition, each weekly issue contains stories from the Bible, the progress of the liturgical year, stories of the Saints, and other inspirational material. Puzzles, verse and true-type "comics" go to make the *Confraternity* Editions a big help to both teacher and child. Enter a trial subscription for each pupil in your religious instruction class.

## THE 3 School MESSENGERS

The weekly schedule of the 3 *School MESSENGERS* makes it possible to present fresh, new and interesting material for study and recreational reading. Stories, verse, things-to-make-and-do have their place beside articles on science, history, religion, geography, and citizenship. Especially attractive are pages of true-type "comics". Teachers know that a class using the *MESSENGERS* is more alert, more responsive, and quicker to advance. There is a *MESSENGER* for each age group—primary, intermediate, and upper elementary. The *MESSENGERS* may be ordered on a trial basis.

### SEMESTER RATES

OUR LITTLE MESSENGER, JUNIOR CATHOLIC MESSENGER

a semester subscription when quantities of 30 or more are ordered. 30¢ in quantities of 5 to 29. (Confraternity Editions: 25¢ per subscription in quantities of 2 or more.)

**25¢**

THE YOUNG CATHOLIC MESSENGER

a semester subscription when quantities of 30 or more are ordered. 35¢ in quantities of 5 to 29. (Confraternity Edition: 30¢ per subscription in quantities of 2 or more.)

**30¢**

Study material, treated the *MESSENGER* way, becomes a pleasant adventure to the pupil, rather than a task. This year each publication appears in color.

**GEO. A. PFLAUM, Publisher, Inc., 124 E. 3rd St., Dayton 2, Ohio**



## ADVENTURES IN ENGLISH

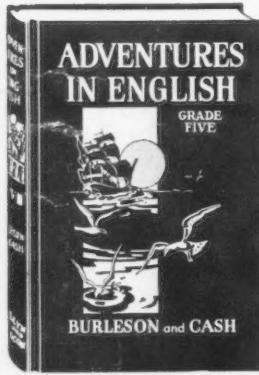
and the accompanying workbooks

War emphasizes the importance of drill. Indeed, drill is a prerequisite to success in the Army and Navy.

An era when drill is at a premium promises the best results in the teaching of English, a subject which is so important in winning the war.

For in the teaching of correct usage, the aim is habit formation—drill. Only by continuous drill on fundamentals under proper motivation can mastery of correct forms of English be assured.

With the above conviction, the authors wrote the series *Adventures in English*. To guide them they had a kind of standardized test of widest possible scope, because their own workbooks had already been in use in thousands of schools so as to give the most complete and accurate survey that has



## ADVENTURES IN LANGUAGE

by Burleson, Cash, and McCorkle

ever been made of the needs in English instruction throughout the schools of the entire nation.

The textbooks *Adventures in English* are continuing the success of the authors' activity pads *Adventures in Language*, which are today the most widely used and thoroughly satisfactory language books offered to American schools.

The above-named texts and workbooks are superior to all others in clearness and drill, also in stimulating expression, in improving the technique of that expression, in providing variety in attack upon the development of sentence sense, and in developing the pupil's ability to use the language correctly in new situations. *Adventures in Language* can be used successfully with any textbook.

# Allyn and Bacon

Boston

New York

Chicago

Atlanta

Dallas

San Francisco

